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COURSES OF STUDY
for the
**ELEMENTARY
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INCLUDING:

**Agriculture
Art and Picture Study
Health Education
Language
Spelling
Handwriting**

**STATE OF OREGON
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STATE MANUAL
of the
COURSES OF STUDY
for the
ELEMENTARY
SCHOOLS

Issued by the
DEPARTMENT OF EDUCATION

C. A. HOWARD
Superintendent of Public Instruction

1929

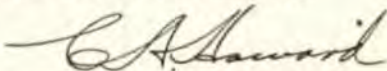
INTRODUCTION

THIS BOOK includes courses of study in Art and Picture Study, Health, Language, Spelling and Writing. Outlines for all other elementary school subjects except arithmetic will be found bound together in a book published in 1927. The course of study in arithmetic is in a pamphlet by itself and was also published in 1927. These publications of 1927 as well as needed copies of this book may be secured from the county school superintendent.

The language outlines in this publication for grades four to eight inclusive are adapted to the Jeschke, Potter and Gillett, *Oral and Written English*, Revised Edition, Lower Book, 1928 edition, and Potter, Jeschke and Gillett, *Oral and Written English*, Revised Edition, Upper Book, 1926 edition. The Lower Book will be introduced in the fourth grade in the fall of 1929, and the Upper Book will be introduced in the seventh grade at the same time. The fifth and sixth grades already own the Potter, Jeschke and Gillett Book I, 1917 edition. These grades will continue to use the old book during the school year 1929-1930 and for these grades teachers will follow the language course published in 1927. The eighth-grade pupils own the Potter, Jeschke and Gillett Book II, 1917 edition. They will also use the old course of study during school year 1929-1930.

The outlines here presented are more detailed than most of those heretofore published for use in the schools of the state and it is believed that they will be found correspondingly more helpful. The names of those who have generously given of their time and energy in the preparation of this material will be found at the head of the particular courses which they aided in writing. The state department of education is deeply indebted to these men and women for their valuable assistance.

Signed:



State Superintendent of Public Instruction

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AGRICULTURE

Revised by Mr. O. I. PAULSON, State Supervisor of Agricultural Education, Salem, Oregon.

Text: Davis' *Productive Farming*, with supplement.

SCOPE OF THE OUTLINE

The outline is based on the approved text, Davis' *Productive Farming*, and in reality constitutes a brief manual for the aid of teachers. While the text is an excellent presentation of the practical phases of agriculture, it is necessarily quite general in character and not altogether adapted to western conditions. This outline aims to adjust the text more nearly to the variable conditions found in each community. It is apportioned on the basis of thirty-two weeks, which is the minimum time based on the eight months' term of school. This time distribution is suggestive only and will necessarily vary greatly in different schools and under the inclinations of different teachers. The inexperienced teacher, however, will do well to follow it somewhat closely. One week has been allowed for review and examination.

For those who feel competent the outline may be followed in what is termed the seasonal method. By this is meant the taking up of certain subtopics at the season when they may be studied to the best advantage.

The review questions should always be used following the completion of each assignment. The teacher should keep future lesson assignments constantly in mind and plan and prepare the various exercises in advance so that they may be ready when needed. The sprouting of seeds, the development of root hairs, the incubation of insect pests and similar exercises should all be anticipated and made ready in ample time.

While this outline follows closely the recommended text, teachers should learn in time to use it merely as a basis for more extended study and class-work.

As a further aid to the teacher in working up the lessons under each topic, several complete outlines have been prepared which may be used as models. These are merely suggestive and are not intended to be followed in their entirety.

The study of agriculture by students of the public schools can be made the most interesting course in school. When we consider what twelve billion dollars of new agricultural money (not trade money) each year means to the entire United States, we soon realize that agriculture is the foundation of all business, and as such rates more consideration than just a mere reading course in our schools.

It is not necessary to have expensive equipment for laboratory work because every farm in the community is a live potential laboratory. Visits to community and county fairs offer advantages in studying different breeds of livestock, varieties of grains, and forage crops.

SUGGESTED OUTLINE OF TOPICS

Using the table of contents the text has been divided into thirty-two sections, each to be covered by one week or more of study. Certain topics in the text, like cotton and tobacco, are omitted entirely. Each of these sections will be handled as a topic and the time used upon it may be limited or extended as the subject is of importance or the interest of the pupils may justify.

This arrangement of subject matter is prepared to correspond with the table of contents as given in the approved text, Davis' *Productive Farming*. The relative importance of each topic is indicated by the amount of time suggested for its study. This will doubtless vary in different sections

of the state according to the local conditions and interests. Teachers should make an effort to familiarize themselves with local agricultural conditions and adapt the classwork accordingly.

1. **The Structure and Physiology of Plants.** Chapter I. Divide this topic into at least five lessons. Two weeks may be spent profitably upon it. For method see suggested treatment for Lesson 1. Time: one week.
2. **Plant Improvement; Seeds.** Chapter II. Five lessons. At the outset start germination tests as shown on page 27. If possible secure small magnifier for the study of seeds. Use all the suggested exercises. Time allowed, at least one week.
3. **Producing Plants Without Seeds.** Chapter III. Five lessons. Emphasize the methods necessary to propagate the fruits of local importance. Time: one week. U. S. Farmers' Bulletin No. 157 is very helpful.
4. **How Soils Are Formed.** Chapter IV. This topic is important and should be supplemented by an observation trip to study the origin of local soils. The formative forces on pages 45 can be made very interesting. Time: one week.
5. **Characteristics of Different Kinds of Soils.** Chapter V. Lay stress upon the differences in soils, ranging from coarse sand to swamp peat. The text does not supply enough exercises for this chapter, and teacher should supplement these. Time: one week.
6. **Soil Moisture.** Chapter VI. This topic can best be handled in the laboratory where conditions can be controlled, rather than by field observation. Use exercises on pages 63 and 64. The mulch test should be conducted out of doors, if weather conditions will permit. Time: one week.
7. **Land Drainage.** Chapter VII. In some sections this topic is of slight importance. Where rainfall is heavy and where irrigation is practiced it can be studied to advantage. What drainage does should be emphasized. Time: one week or less.
8. **Soil Improvement.** Chapter VIII. Taking the four kinds of improvement suggested on page 72, discuss this topic solely from the standpoint of the practical methods followed by the ordinary farmer; good tillage, stable manures, improvement crops, the use of lime, and, last, commercial fertilizers. Time: two weeks.
9. **Systems of Cropping.** Chapter IX. The distinction between special and general farming can be noted in every section of Oregon. The advantages and disadvantages of each system should be the basis of this study. Rotation is easily studied on the farms of the neighborhood. This topic calls for considerable field study and can not be handled successfully otherwise. Time: one week.
10. **Farm Crops.** Chapter X. The classification of crops as given on page 97 should be closely adhered to in discussing. The topic logically follows that studied in the preceding chapter. The great importance of forage crops is the key to chapter X. Be sure to have pupils secure samples of all that may be found in the surrounding country. Time: one week.
11. **Alfalfa.** Chapter XI. The great importance of alfalfa in the agriculture of Oregon must not be overlooked. Western counties will devote less time to the topic than those where alfalfa has come to be the leading forage crop. Time: one week.
12. **Corn.** Chapter XIII. The study of cotton has been entirely omitted but the value of corn as an Oregon crop is of sufficient importance to justify a full week of study. Material is always available. The topic affords a splendid opportunity for germination tests and the study of conditions necessary to improve and preserve seed. Time: two weeks.
13. **Wheat.** Chapter XIV. This great bread crop is of such importance that it should be studied by every pupil. In some counties wheat is the main crop, and there are few places in the state where it is not grown. Even in these, the study can be made most interesting by an exhibit of types, varieties, maps showing the wheat area, and pictures of harvesting operations. Germination tests are fascinating. If a flouring mill is in the vicinity, take the pupils through it and learn how flour is produced. Time: one week.
14. **Other Special Grain Crops; Oats, Barley, Rye, Flax.** Chapter XIV. A day to each of these crops is none too much. All of them figure largely in the agriculture of the state. Samples of grains and of the manufactures produced from flax would be very helpful. In each case methods of cultivation and the use of the crop should be emphasized. Time: one week.
15. **Potatoes.** Chapter XV. The potato crop is of such universal importance that it should receive full study. Divide the chapter into at least eight lessons and have pupils bring in samples of varieties for study and experiment. It would be wise to discuss the topic at some season either in the fall or spring, when field observation can be made. Omit extended study of sweet potatoes except for the sake of comparison, as they are rarely grown in the state. Time: two weeks.

16. **Trees.** Chapter XVII. It will be noted that tobacco is omitted from this outline. If the teacher feels competent, the study of trees and their influence on agriculture may be made most interesting to the ordinary grade pupil. Tree seeds and plantings, varieties, effect on climate, uses of timber, etc., all have value for study. Have samples of different woods brought, especially cross sections as suggested on page 187. Ornamental planting around homes should not be forgotten. Time: one week.
17. **Gardening and Garden Crops.** Chapter XVIII. Since gardening is one of the phases of agriculture in which pupils in the grades have been successfully interested through the agency of club work, it should be studied quite thoroughly. The assistance of the local club leader can be used to good advantage in this connection. It is suggested that the topic be scheduled for the early spring season. A hotbed might not be practicable, but seeds can be started successfully in the schoolroom or at home. This general topic should be extended through a period of from two to three weeks according to the conditions and inclination of the teacher. Time minimum: two weeks.
18. **Fruit Growing.** Chapter XIX. There are very few sections of Oregon where some form of fruit growing is not possible. The teacher should be posted on the local possibilities and be governed by these. Topic 2 on Plant Propagation should be reviewed. The study should take the pupils out frequently for observation. The text is well arranged to cover this subject. On account of its importance, full time is suggested. Time: two weeks.
19. **Insects: Beneficial and Injurious.** Chapter XX. Make definite and clear the habits of life and structure of insects and the difference in their habits of feeding. On these two facts depends the problem of control over those considered injurious to plant life. If handled at the proper season much interest can be aroused by having students collect insects, cocoons, or caterpillars. Follow directions for killing and preserving as found on pages 238 and 239. Get the Experiment Station Bulletins from O. S. A. C. describing means of insect control. It will be easy to absorb the time allowed—two weeks.
20. **Diseases of Plants.** Chapter XXI. Distinguish clearly between insect pests and diseases of plants. This is not always understood. Show that spraying may or may not control both. The teacher who has studied biology will find it of great help in handling this topic. Time: one week.
21. **Domestic Animals; Horses.** Omit Chapter XXII, except as a reading lesson, and take up Chapter XXIII. The distinctions between breeds are difficult to teach under ordinary circumstances and study should be limited to a few of the best known. Stress the study of the horse, his points, habits and characteristics. Care and management should be studied as well as inspection and judging. The help of some good local horseman should be secured if possible. Time: one week.
22. **Domestic Animals; Cattle.** Chapter XXIV. What has been said about breeds of horses holds also with cattle. Lay more stress on type and purpose. Be sure of the definitions of parts. The score cards given on pages 291 and 292 are useful for fixing points in the minds of the pupils. Time: one week.
23. **Domestic Animals; Sheep, Goats and Swine.** Chapters XXV and XXVI. It is suggested that more importance should be given to such animals as are more common in the community. More attention may be given to breeds than should be done with horses or cattle. Do not fail to bring the pupils in direct contact with the animals being discussed. Time: one week.
24. **Poultry Production.** Chapter XXVII. Fortunately this chapter is comprehensive and needs little analysis. The importance of poultry management is generally recognized. The topic should be handled thoroughly. The grade fowl is rapidly passing and breeds are usually distinct; therefore, study breeds and their relation to production. Have pupils bring individual fowls to school for judging. Time: two weeks.
25. **Bee Keeping.** Chapter XVIII. The chapter on bee keeping can be used at least for one day's lesson. To supplement the text, a field trip can be arranged with some experienced bee man so the class can be shown the best methods in handling bees, including detecting diseased hives, selecting queen bees, transferring of bees and how to prevent swarming. Time: two days or more.
26. **Feeds and Feeding.** Chapter XXIX. This subject is very difficult to understand, and for this reason, should be used primarily for a reading lesson. The use of exercises will be helpful in conveying the meaning of the chapter. Time: three days.
27. **Cattle Products.** Chapter XXX. This chapter is important because quality products in every line are essential to secure best market prices. In addition to studying the chapter, two field trips could be arranged that would help convey the desired information—one to a meat market, and the other to a retail dairyman

- who sells bottled milk. On the first trip to the meat market, arrangements should be made for a demonstration in cutting meat into retail cuts so the name of each cut would be familiar to the student. The second field trip should include inspection of a milking machine, sanitary dairy barn, bottling machines, etc. Remember the use of the exercises given in the chapter make the study more realistic. Time: one week.
28. **The Business of Farming.** Chapter XXXI. Divide into five lessons and include the exercises given in the chapter. Students should be able to answer all the questions at the end of the chapter. Time: one week.
 29. **Road Construction and Maintenance. Handy Devices.** Chapter XXXII. Use only as reading lesson. Time: one day.
 30. **Work With Rope.** Chapter XXXIII. Use only as reading lesson. If the teacher feels capable of teaching students, time should be given only for some of the most common knots, such as slip knot and the bowline. The short and long splices are very essential to farmers. Time: two days.
 31. **Repair of Farm Equipment.** Chapter XXXIV. Besides studying the contents of this chapter, a visit to a farm having a shop, and where the equipment has been kept in good condition, would be worth while. A talk from the farmer on "Repair of Farm Machinery" would be interesting. Boys, as a rule, are very much interested in mechanics. If the boys could repair or make some article as the result of studying this chapter, it would create interest. The homemade "fly trap" would be an excellent project. Time: two days.
 32. **Power on the Farm.** Chapter XXXV. Power farming is so common in most sections of Oregon that this chapter should be given at least one week, and in some sections more. The study of trucks, tractors, stationary gasoline engines, and electric motors are all worth while. Questions at the end of the chapter should be used. Time: at least one week.

SUGGESTED TREATMENT OF TOPIC

I. Topic: THE STRUCTURE AND PHYSIOLOGY OF PLANTS

Lesson division of topic: 1. Study of parts of plants. 2. Study how plants breathe. 3. Study how plants get water. 4. Study how plants get food. 5. Study how plants produce flowers and seeds. (Lesson 1, pages 8 to 10; Leaf Structure.)

Subject Matter and Method

- (1) Definition of parts of the plant. Illustrate with growing specimens showing entire plant, including flower and seed. a. Roots—Their purpose, appearance, manner of growth. Root hairs—use demonstration as shown on page 9. (Material for this should be prepared ten days previously, but specimens can often be secured on roots of wheat or other plants carefully washed.) b. Stems—Their uses and functions. Use exercise, page 10. c. Leaves—Work of leaves. Explain their service to the whole plant. If time permits, prepare demonstration as shown in Fig. 36, showing escape of moisture from leaves.

XI. Topic: ALFALFA

Lesson division of topic: 1. The value of alfalfa and its uses. 2. Seeding and cultivating. 3. Inoculation. 4. Cutting the crop for hay. 5. Feeding and marketing. (Lesson 3, page 112; supplement this by reference to U. S. Farmers' Bulletin No. 339.)

Subject Matter and Method

- (1) Procure a specimen alfalfa plant by digging carefully so as not to disturb the roots. Find the nodules on the roots and explain their presence.
- (2) Explain germ life in this connection and show how it is transmitted.
- (3) Do not fail to connect up the question of soil fertility with the bacterial growth.

XXI. Topic: DOMESTIC ANIMALS—THE HORSE

Lesson division of topic: 1. How have domestic animals been produced? 2. Types of horses and draft breeds. 3. General purpose and light horse breeds. 4. Care and management of horses. 5. Inspection and judging of horses. (Lesson 5, pages 271 to 273; Inspection and Judging.)

Subject Matter and Method

- (1) Secure a horse for study; any kind will serve for purposes of study. Better ask the assistance of some local farmer or horseman. Pupils should be sure of their knowledge of terms and definitions as applied to the animal. Examine for defective vision, hearing, bad teeth. Look for defects, diseases, scars and blemishes. (2) Exercise the horse in order to observe lameness or peculiarities of action. Note the breathing. (3) Study the temperament. (4) Follow the inspection by score card judging in order to fix the points brought out in this study.

ART AND PICTURE STUDY

Prepared by:

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Texts: Perry, Fitch, Sargent, Bonser, *Industrial and Applied Art Books*.

(Books I to VIII.)

Lester, *Great Pictures and Their Stories* (Books I to VIII). In the hands of the teacher.

With minor modifications, that portion of the course under the heading general outline, suggestions and references, has been taken from the Medford course of study in art.

GENERAL OUTLINE, SUGGESTIONS AND REFERENCES

I. SCOPE OF WORK

A. Action figures

B. Color: 1. Theory of color. 2. Application, a. by use of wax crayon, b. by use of water colors, c. by use of cut paper.

C. Conventional and geometric drawings of animals, birds, flowers, trees, etc.

D. Landscape

E. Lettering

F. Perspective

G. Picture study

H. Posters: 1. Thrift. 2. Health. 3. Safety first. 4. Seasonal.

I. Silhouettes

J. Stencils

K. Story illustration

II. COORDINATION WITH OTHER DEPARTMENTS

Projects

1. For other courses: a. English. (1) Better English week.

b. Reading (1) Better Book week. c. Thrift posters. d. Safety First posters. e. Health posters. f. Kindness to Animals posters. g. History—Thanksgiving posters.

2. For community and civic activities: a. Poppy posters for Memorial Day. b. Humane society. c. Health clinics. d. Garden clubs. e. Advertising school activities.

NOTE: Those projects under 1 above should be assignments for all pupils because of their educational value. Those under 2 for the benefit of the community, should be carefully planned and assigned to the more capable pupils to do as a provision for individual adjustment, at the same time serving a need of the community.

III. SUPPLIES AND EQUIPMENT

The supplies and art equipment in full should be furnished by the school district. It is believed to be the only satisfactory solution of the problem of art material in the elementary schools. If this is properly done, there will be less waste than with the practice of individual ownership.

(a) Teacher equipment. A good print of each subject taught in the grade, size 8x10 mounted on 11x14 mounting board, for teacher's use before the class. An eyelet should be placed in the top of each mounting board so the picture may be hung before the pupils in the poster space above the blackboard after it has been taught, so the teacher may refer to it occasionally for purposes of review. The pictures a teacher will use in her grade should be put up in a large envelope, properly labeled, with name of grade and pictures contained so they may be kept year after year. Recommended helps: *Picture Study for Elementary Schools*, by Kibbe-Rehnstrand-Bush. *Education Through Pictures*, by Royal D. Farnum. *Paintings of Many Lands and Ages*, with supplements 1 and 2, by Albert W. Heckman. One of above should be furnished each teacher.

(b) Pupil equipment. It is desirable that the school supply for each pupil a good print of each subject taught in the pupil's grade, size 2½x3½ unmounted. The teacher should have a small envelope for each pupil in her grade. In each envelope are just the pictures needed for that

grade. On the outside each envelope is labeled with the name of the grade and the pictures it contains. These envelopes containing the pictures are kept in the teacher's possession until needed for study, when they are passed out by monitors and taken up again. Teacher's as well as pupil's equipment should be furnished by the school district and charged out to the teacher each year. The pictures by grades used in the art appreciation work are given below:

First Grade—*Feeding her Birds*, Millet; *Baby Stuart*, Van Dyke; *Madonna of the Chair*, Raphael; *Children of the Sea*, Israels; *With Grandma*, MacEwen.

Second Grade—*Boy with Rabbit*, Raeburn; *Pilgrims Going to Church*, Boughton; *Sistine Madonna*, Raphael; *Age of Innocence*, Reynolds; *The Storage Room*, De Hooch; *A Holiday*, Potthast.

Third Grade—*Return to the Fold*, Mauve; *The Primitive Sculptor*, Couse (Choose one for Christmas); *Miss Bowles*, Reynolds; *Distinguished Member of Humane Society or (An Aristocrat)*, Landseer; *Hearing*, Jesse Wilcox Smith.

Fourth Grade—*The Gleaners*, Millet; *The Solemn Pledge*, Ufer; *The Sheep-fold*, Jacques; *The Horse Fair*, Bonheur; *Aurora*, Reni; *Behind the Plow*, Kemp-Welch.

Fifth Grade—*Song of the Lark*, Jules Breton; *Appeal to the Great Spirit*, Dallin; *Galahad the Deliverer*, Abbey; *Russian Winter*, Igor Grabar; *Spring Dance*, Frans von Stuck.

Sixth Grade—*The Angelus*, Millet; *The Fog Warning*, Homers; *Christ in the Temple*, Hofmann; *Statue of Lincoln*, St. Gaudens; *The Mill (or The Windmill)*, Ruysdael; *Flower Girl of Holland (In the Tulip Field)*, Hitchcock.

Seventh Grade—*Moonlight*, Wood's Island Light, Homer; *Sir Galahad*, Watts; *Icebound*, Hobbema; *Dance of the Nymphs*, Corot; *Avenue of Trees*, Hobbema; *Frieze of Prophets*, Sargent.

Eighth Grade—*Church at Old Lyme*, Hassam; *On the Stairs*, Zorn; *Syndics of the Cloth Guild*, Rembrandt; *George Washington*, Stuart; *The Last Supper*, da Vinci; *An Arrangement in Gray and Black (or The Artist's Mother)*, Whistler.

IV. GENERAL SUGGESTIONS

A. Care and Distribution of Materials:

1. If not possible to have a room set apart for the teaching of art, let there be a part of the room, a cupboard or shelves, for the storing of materials and equipment.
2. Every child should have a portfolio of strong manila tag for purpose of keeping finished and unfinished work throughout the year. These may be made as a project or be furnished by the district. Directions for making: Manila tag 16x26 inches; make one-inch fold lengthwise at each side; cut off 16 inches from top for flap; make fold up 10 inches for bottom; fold 6 inches from top for flap; paste 1 inch fold on back of portfolio on each side; a design or initial may be placed on the flap.
3. All materials should be left absolutely clean before putting away. Brushes should be thoroughly washed and gently drawn to a point, rather than squeezed. Water pans should be cleaned at close of each lesson.
4. By an efficient monitor system, the time for distribution and collection of materials should be reduced to the minimum.

B. Method of Procedure:

1. Lesson should be well planned and all material in readiness before beginning of period.
2. Desks should be cleared before and after each art lesson.
3. Position: a. Pupil—slightly to the right of center and directly facing the desk. b. Materials—(1) place paper with lower left-hand corner directly at center of body; (2) paint box at upper right-hand corner of desk, water pan at upper left; in place of paint cloth, it has been found practical to use paper towels cut in squares and destroyed after each lesson; (3) in drawing a line, hold brush in upright position back of ruler; the brush should be held at about a right angle to the paper when making a wash of color; (4) a finished product of the lesson should be presented to give pupils an ideal or objective; then teacher should also work it out with class step by step; enough subjects should be placed about the room at the level of pupil's eye that every child would have an equal opportunity; (5) pupils should have opportunity of using originality; (6) free use of blackboard or easel is suggested.

4. Mounting: a. Law of Margin—the principles to be observed are shape, harmony, balance and proportion; (1) in vertical or oblong, the bottom margin should be the widest, the top next and the sides the narrowest; (2) for the horizontal oblong, the bottom should be the widest, the sides next, and the top narrowest; (3) in a square the bottom should be the widest, and the sides and top equal. b. Mounting should be done by the children and on neutral tones; multiple mounting is found effective in many cases. c. Minimum amount of paste should be used; paste should not be spread over entire paper but at top and sides; an individual bottle of mucilage would be found very satisfactory and economical.
 5. Display of work—**a.** Display only the best work unless it be for constructive criticism; **b.** display work should be changed often and not be allowed to become stale; this should be done at completion of each project; **c.** should be attractively arranged.
- NOTE: At a general display for parents every child should be represented.
6. Criticism—should always be constructive: **a.** Self. **b.** Class. **c.** Teacher.
 7. Time allotment: **a.** Two thirty-minute periods a week. **b.** If desired by primary grades, three twenty-minute periods may be given.
 8. Media used: Wax crayon, cut paper and water color. Suggestion: The rural teacher who probably uses one period for teaching art in all the grades may adjust the course of study to her conditions by using wax crayon in the primary grades while the upper grades may be working with water color.

V. REFERENCES FOR TEACHER'S USE

I. Action Figures

- A. *Figure Drawing Simplified*.—Ruth Crooks. (Advertised in School Arts Magazine.)
- B. *Book I—Practical Drawing*.—Ware; Practical Drawing Co., Chicago, Ill.
- C. *Creative Design*.—Best; Mauged.
- D. *New Augsburg's Drawing*.—First year.
- E. *The Children's Pitter Patter Book for 1927*.

II. Color

- A. *Applied Drawing*.—Brown. Pages 5-7, 248, 252, 191-192.
- B. *School Arts Magazine*, October, 1927.
- C. *School Arts Magazine*, March, 1928. Pages 405-406.
- D. *Theory and Practice of Color*.—Snow and Froelich.
- E. *Drawing, Design and Craft Work*.—F. J. Glass. Pages 145-151.
- F. *Outdoor Sketching*.—Smith. Pages 75-116.
- G. *Color Schemes for the Home*.—Frohne & Jackson. Pages 7-11.
- H. *Composition*.—Dow. Pages 100-128.
- I. *Industrial Arts Design*.—Varnum. Pages 194-215.
- J. *The Technique of Painting*.—Moreau-Vauthier. Pages 94-96.

III. Convention and Geometric Drawing of Animals, Birds, Flowers, Trees, Etc.

- A. *Drawing the Easy Way*.—Lutz.
- B. *What to Draw and How to Draw It*.—Lutz.
- C. *Progressive Drawing*, Books 1-8.—Prang Co.
- D. *Industrial and Applied Art*, Books 1-8.—Atkinson-Mentzer.
- E. *Applied Design*.—Lemos.
- F. *Composition*.—Dow.
- G. *Talks on Drawing, Painting, Making Decoration for Primary Teachers*.—Colby.
- H. *Healthy Land*.
- I. *Drawing the Easy Way*.—Cobb Shinn.
- J. *Busy Fingers Drawing Primer*.—Cobb Shinn.

IV. Landscape

- A. *American Pictures and Painters*.—Eryant.
- B. *Early English Water Color Drawing*.—Finberg.
- C. *Water Color Painting*.—Rich.
- D. *American Graphic Art*.—Wellenkampf.
- E. *Composition*.—Dow.
- F. *Drawing Design*.—Glass.
- G. *Books I, II*.—Augsburg.
- H. *Applied Art*.—Lemos.
- I. *Art in Everyday Life*.—Goldstein.
- J. *School Arts Magazine*.
- K. *Landscape Design*.—Jenkins.
- L. *Pencil Sketches of Native Tree*.—Milton Bradley Co.

V. Lettering

- A. *Primary Education—Popular Education*.—September, 1926, page 23; January, 1927, page 383.
- B. *Industrial and Applied Arts*, Book III.—Bush.
- C. *Drawing, the Easy Way*.—Cobb Shinn.

VI. Perspective

- A. *Freehand Perspective and Sketching*.—Morton.
- B. *Methods, Aids and Device for Teachers*.—Danville Co., Danville, Ohio.
- C. *Freehand Drawing*.—Cross. Pages 42-118.
- D. *Drawing, Design and Craft Work*.—Glass. Pages 17, 20, 21.
- E. *Applied Drawing*.—Brown. Pages 247-248.
- F. *School Arts Magazine*.—June, 1921. Pages 603-607.

VII. Picture Study

- A. *Great Pictures and Their Stories*.—Lester.
- B. *Stories Pictures Tell* (by grades).—Carpenter.
- C. *Masterpieces in Art*.—Casey.
- D. *Educating by Story Telling*.—Cather. Pages 95-106.
- E. *Manual to Brown's Pictures*.
- F. *Picture Study in the Grades*.—Neale.
- G. *Index to Material on Picture Study*.—Booth.

VIII. Posters

A. General

- 1. *Show Card Book*.—Baker.
- 2. *The Amateur Poster Maker*.—Perkins.
- 3. *Paper Cutting*.—Allison.
- 4. *Paper Cutting*.—Worts.
- 5. *Paper Cutting*.—Lemos.
- 6. *Normal Instructor and Primary Plans*.
- 7. *Primary Education*.

B. Thrift

- 1. *Thrift Series—Pennies and Plans*.—Moore. Pages 74-87.

NOTE: Thrift slogans may be adopted from "Wise Sayings from Poor Richard's Almanac."

C. Safety First

- 1. *Education in Accident Prevention*.—Payne. Chapter 5 on drawing.
- 2. *First Aid for Boys*.—Cole and Ernst.
- 3. *Health Education Procedure*.—Wooten.
- 4. *Primary Education*.—March, 1928. Page 552.

D. Health

- 1. *Our Health Habits*.—Beveridge. Pages 553-562.
- 2. *Health Habits*, Book II.—Burkhard.
- E. *Exercise Cards and Posters*.—Women's Christian Association.
- F. *Lance and Shield*, March, 1928. Published by Oregon T. B. Association.

IX. Silhouettes

- A. *School Arts Magazine* (Public Library). April, 1927; February, 1921; September, 1921; June, 1921; November, 1923; January, 1924; November, 1925; November, 1926; October, 1925-26; April, 1925; January, 1925; December, 1927; October, 1927; September, 1925.
- B. *Applied Arts Drawing Books*, No. 42.
- C. *Silhouette Pictures*.—A. Flanagan Co., Chicago, Illinois.

X. Stencils

- A. *Drawing, Design and Craft Work*.—F. J. Glass.
- B. *Progressive Drawing Books*, 1-8.—Frang Co.
- C. *Industrial and Applied Arts*, 1-8.—Atkinson-Mentzer.
- D. *Applied Design*.—Lemos.
- E. *Talks on Drawing*.—Colby.

VI. SUGGESTIONS FOR ILLUSTRATION

A. Nursery Rhymes (Almost any of them.)

B. Poems

- 1. *The Owl and the Pussy Cat*.
- 2. *Wynken, Blynken and Nod*.
- 3. *Who Has Seen the Wind?*
- 4. *The Night Before Christmas*.
- 5. *The Snow Man* (Elson II).
- 6. *Hawatha*.
- 7. *The Brown Thrush*.
- 8. *My Shadow*.
- 9. *Goops*.
- 10. *Mary Had a Little Lamb*.
- 11. *Boats Sail on the River*.

C. Stories

1. *The Little Red Hen.*
2. *Noah and the Ark.*
3. *Little Black Sambo.*
4. *The Three Bears.*
5. *The Crow and the Pitcher.*
6. *Chicken Little.*
7. *The Old Woman and the Pig.*
8. *The Pied Piper of Hamelin.*
9. *Raggybug (How to Tell Stories. Bryant).*
10. *Hansel and Gretel.*
11. *Three Billy Goats Gruff.*
12. *The Three Wise Men.*

VII. SUGGESTED PLAN FOR PICTURE STUDY

1. Preparation: a. Create an atmosphere for the picture by drawing upon pupils' knowledge and by contributing enough that an interesting background necessary to the understanding of the picture may be obtained by the class.
2. Presentation: a. Present the picture to the class for observation and study. b. Analyze somewhat the composition of the picture, calling attention to the center of interest, effect of light and shade, etc. c. Use story suggested by the picture; these may be imaginative. Let the imagination play a large part, then later you may give biographical or historical setting. d. Get suggestive names for the picture from the pupils. Then give them the name which the artist gave. e. The artist's life—enough facts relative to the artist and his works to leave an impression on the mind of the child; especially interesting would be any facts relative to the painting of the picture being studied; name other pictures by the same artist; the older pupils will profit by doing some of this research work themselves when the assignment is given ahead.

NOTE—See A, B, C, under references, for Picture Study for helps in teaching pictures by story.

3. Summary or conclusion: a. If written work is desired, it would be well to correlate it with the English as it would not be advisable to take the art time for it; reserve as your special aim to create a background of recognition and appreciation of the standard works of art; appreciation is a matter of feeling; avoid foisting upon the child your own feelings of appreciation; let his expression be genuine and original; it may be well for you to express, later, fine points that you appreciate.

AIMS OF ART EDUCATION**I. GENERAL**

- A. To develop in all pupils a sensitiveness to and an appreciation of the higher forms of art in the common things of the environment.
- B. To discover, foster, and train creative genius in those specially gifted.
- C. To train children to create an environment in which beauty will prevail and to use the fundamental principles of art in everyday life.

II. SPECIFIC

- A. To enable pupils to employ the principles of art in all life situations where they will apply.
- B. To enable them to recognize works of art and to discuss them intelligently.
- C. To enable pupils to judge the good and the bad from an aesthetic point of view and to arrange things artistically.
- D. To give pupils an opportunity for self-expression.
- E. To enable pupils to express ideas by means of drawing.
- F. To enable pupils to produce artistic arrangements and color harmonies in a design.
- G. To enable all pupils to enjoy and select the beautiful in clothing, home furnishings, and other simple things in their daily living even though few pupils have the ability to create.

III. TEACHERS AIMS IN PICTURE STUDY**A. Teacher's Aims**

1. Create love for the beautiful.
2. Train powers of discernment.
3. To give cultural and historical background.
4. To lead children to recognize and enjoy the standard works of art.

DETAIL OF COURSE

I. FIRST GRADE

Texts: *Industrial and Applied Art*, Book I. Mentzer, Bush & Co.
Great Pictures and Their Stories, Book I. Lester. (In hands of the teacher.)

A. First two weeks

1. Primary colors as primary colors: a. Color to form (as suggested in text page 3). b. Coloring of fruit, leaf and flower forms.

B. Second two weeks

1. Paper cutting: a. Cut to line. b. Teach concept of circle, (1) observe circular objects, (2) cut balloons and balls.
2. Simplest story illustration by free hand cutting and coloring.

C. Third two weeks

1. Simple color lesson through vegetables and fruits with free hand cutting.
2. Combine these into a bowl or basket of fruit and vegetables.
3. Picture study. *Feeding her Birds*, Millet.

D. Fourth two weeks

1. Let children draw and cut free hand bird and animal forms suggestive of the fall (page 7 of art text).
2. Suggestion: a. Thrift poster of squirrels storing nuts. b. Seasonal poster of birds going south. c. Hallowe'en cats, etc.

E. Fifth two weeks

1. Free hand drawing and paper cutting of Indian life—tepees, canoes, Indians.
2. Group poster or sand table from previous lessons on Indian life.

F. Sixth two weeks

1. If the teacher so desires, some suggestion of Pilgrim life may be taught.
- NOTE—It is the opinion of the committee, however, that little benefit is derived from driving at something that is beyond the comprehension of the first-grade child.
2. Picture study. *Baby Stuart*. Van Dyke.

G. Seventh two weeks

1. Folding and cutting of fir tree as a Christmas symbol.
2. Make a border of same for the room.

H. Eighth two weeks

1. Continue with illustrative drawings and cuttings suggestive of the Christmas season. Christmas toy shops, stockings, etc.
2. Plan a very simple gift to make as gift to father or mother.

I. Ninth two weeks

1. Picture study. *Madonna of the Chair*. Raphael.
2. Snow man and simple snow scene from cut paper, black, gray and white.

J. Tenth two weeks

1. Simple color chart using three primary colors.
2. Fold and cut and mount simplest tree forms from colored paper for tree booklet.

K. Eleventh two weeks

1. Fold and cut furniture for the home of the "Three Bears," as suggested on page 46 of text.

L. Twelfth two weeks

1. Simple poster using cut letters with pictures illustrating letters as on pages 15, 17, 23 of text.
2. Something suggestive of Lincoln—as a log cabin in crayon.

M. Thirteenth two weeks

1. Make valentine for mother.
2. Something suggestive of Washington such as folded paper hat large enough to wear. Decorate the side with red, white and blue rosette.

N. Fourteenth two weeks

1. Lessons suggestive of March winds, as kites, wind mills, and Dutch scenes, tulips, etc.
2. Cut conventional flowers of colored paper, as circles representing hollyhocks.
3. Health poster: (Suggestion: Keep this simple—such as a white bottle of milk on black background, or a toothbrush or bed-time suggested by a clock face.)

O. Fifteenth two weeks

1. Picture study—*Children of the Sea*, Israels.
2. Bird houses as suggested on pages 7 and 11 of text.
3. Fold an Easter basket and decorate with simple conventional decoration (see page 21 of text.)

P. Sixteenth two weeks

1. Pictures suggestive of new life—as spring flowers, Easter eggs, chickens, bunnies, etc.
2. Spring showers, as cut paper posters of little girl and umbrella.
3. Animal poster; circus (page 19 of text.)

Q. Seventeenth two weeks

1. Weaving of colored paper. Simple mats, book marks, etc.
2. May baskets with decoration.
3. Cut paper dishes to show proper setting of table (page 30 of text).

R. Eighteenth two weeks

1. Picture Study. *With Grandma*. MacEwen.
2. Mother's Day. Something for mother.
3. Picture suggestive of summer vacation—as simple land and water scene.

II. SECOND GRADE

Texts: *Industrial and Applied Art*, Book II. Mentzer, Bush & Co.
Great Pictures and Their Stories, Book II. Lester (in hands of teacher).

A. First two weeks

1. Review primary colors and introduce secondary colors.
2. Use in an original color chart. This may not be original with the pupils but should be with the teacher.

B. Second two weeks

1. Simplest autumn landscapes with wax crayon. See suggestion as to use of crayon in general suggestions as given in this course.
2. Simple autumn flowers in cut paper, as sunflower, zenia, and aster.

C. Third two weeks

1. Picture study. *Boy with Rabbit*. Raeburn.
2. Paper cutting by folding to make borders as on page 13 of text.
3. Work out fairy story borders letting child's imagination have free play.

D. Fourth two weeks

1. Give an illustrated talk on action figures. Explain how the effect of walking, running, jumping, etc., are obtained by lines. Have children draw several poses, as reading, fishing, resting, etc.
2. Use these stick figures to illustrate sports and pastimes of the season such as football, running, swimming.

E. Fifth two weeks

1. Plan a seasonal poster—Hallowe'en if desired.
2. Continue lettering as begun in first grade—suggestions on pages 15 and 17 of text.
3. Color study taught through vegetables and fruits as on page 5 of text.

F. Sixth two weeks

1. Picture study. *Pilgrims Going to Church*. Boughton.
2. Cut paper to illustrate Indian life.
This may be correlated with the Thanksgiving story.

G. Seventh two weeks

1. Continue lessons in lettering.
2. Work out initials and design for decoration of portfolio.

H. Eighth two weeks

1. Picture study. *Sistine Madonna*. Raphael.
2. By paper folding and cutting make border illustrating Christmas trees.
3. Plan and make gift for someone.

NOTE—Plan this well so that each child will satisfactorily complete his.

I. Ninth two weeks

1. Have pupils make a landscape using black crayon and chalk on gray paper or make torn or cut paper landscapes of black, white and gray.
2. Continue use of stick figures illustrating snow balling and making of snow man.

J. Tenth two weeks

1. Work out a Safety First poster with cut paper.
2. Apply lettering previously learned.

K. Eleventh two weeks

1. Picture study. *Age of Innocence*. Reynolds.
2. Review color charts of primary and secondary colors. Make application of same. Suggestions: Valentines, patriotic illustrations—Washington and Lincoln birthdays.

L. Twelfth two weeks

1. Cut paper illustration of toys mounted.
2. Free hand drawings of pussy-willows in wax crayon, charcoal or chalk on gray paper.

M. Thirteenth two weeks

1. Make poster illustrating Dutch scene; illustrations on page 38 are only suggested.
2. If convenient, arrange Dutch scene on sand table.

N. Fourteenth two weeks

1. Picture study. *The Storage Room*. De Hooch.
2. Pictures illustrating windy weather. This may be either in cut paper or wax crayon.

O. Fifteenth two weeks

1. Posters illustrating pet show or kindness to animals and birds. Suggestions page 19 of text.
2. Lettering for poster.

P. Sixteenth two weeks

1. Trees: Study the character of different trees as to form and illustrate with crayon, charcoal and cut paper. Some suggestions on page 7 of text.
2. These may be arranged in a panel poster if desired.

Q. Seventeenth two weeks

1. Use simplest spring flowers as studies for drawing and cutting.
2. Poster of bird houses and conventional flowers.
3. May baskets.

R. Eighteenth two weeks

1. Picture study. *A Holiday*. Potthast.
2. Something for Mother's Day.

III. THIRD GRADE

Texts: *Industrial and Applied Art*, Book III. Mentzer, Bush & Co.
Great Pictures and Their Stories, Book III. Lester (in the hands of the teacher).

A. First two weeks

1. Review primary and secondary colors (see page 2 of text).
2. Make conventional form of animal or bird and give color lesson similar to one on page 3 of text.

B. Second two weeks

1. Make Health poster teaching color through fall vegetables as vegetable animals and people—Mr. Carrot, Mrs. Turnip, Pumpkin children, etc.
2. Lesson in lettering to apply to poster (see page 17 of text).

C. Third two weeks

1. Picture study. *Autumn or Return to the Fold*. Mauve.
2. Crayon work in fall flowers and leaves.

D. Fourth two weeks

1. Portray "October's Bright Blue Weather" with cut paper. Ships mounted on blue sea with blue sky as background. Work for effect of waves with colored paper.
2. Correlate with the Columbus story.

E. Fifth two weeks

1. Study forms of trees in wax crayon and cut paper (black and gray, preferred).
2. Make a poster or panel. Correlate this with nature study and thrift as *Save the Trees* (see page 5 of text).

F. Sixth two weeks

1. Picture study. *The Primitive Sculptor*. Couse.
2. Make seasonal poster with cut paper, using suggestions of Pilgrims and Indians (see pages 38 and 40 of text).

G. Seventh two weeks

1. Group poster in cut paper. Let each child contribute some part in portraying the Christmas season. This may be of various types as: *The Wise Men*, *The Christmas Tree*, *Fire Place with Stockings*, or *Santa Claus and His Reindeer*.

H. Eighth two weeks

1. Picture study (choose one for Christmas season).
2. Make a gift for father or mother. Plan this well before beginning.

I. Ninth two weeks

1. Fold and cut snow crystals and mount on black. Helpful hints may be found in *Normal Instructor* and *Primary Plans* of November.
2. Snow scenes of cut paper or wax crayon.

J. Tenth two weeks

1. Illustrate Eskimo life. This may be either in poster form or sand table.
2. Lesson in lettering to apply to posters.

K. Eleventh two weeks

1. Picture study. *Miss Bowles*. Reynolds.
2. Stick figures illustrating out-door sports.
3. Something seasonal. Patriotic. Valentine's day.

L. Twelfth two weeks

1. Continue No. 3 of previous assignment.
2. Paper weaving—this may be in patriotic colors or otherwise.

M. Thirteenth two weeks

1. Correlate with lessons of Holland and the Dutch children. Suggestions: Tulips, windmills, wooden shoes.
2. Conventional flowers, birds, or butterflies in decorative design to be used as desired.

N. Fourteenth two weeks

1. Picture study. *A Member of the Humane Society*. Landseer.
2. Fold and cut vases and bowls.
3. Spring flowers in cut paper to be combined with previous lesson.

O. Fifteenth two weeks

1. Easter project. Suggestions: Easter basket in colored construction paper—decorating sides with flower motifs.
2. Poster. Bird houses or bird bath with flowers in cut paper.

P. Sixteenth two weeks

1. Spring landscape in wax crayon. Keep this simple, using one object in foreground as a tree.
2. Study form and character of trees. Make panel of trees.
3. Lesson in lettering to apply to poster.

Q. Seventeenth two weeks

1. Picture study. *Hearing*. Jessie Wilcox Smith.
2. May baskets—these may be folded and decorated with geometric flower motifs.
3. Make something for Mother's day.

R. Eighteenth two weeks

1. Make a picture showing how vacation will be spent. Let each child work this out in his own way but teacher must see that it is kept simple.
2. Civic poster in wax crayon. Such as "Before and After Clean-up Day."

IV. FOURTH GRADE

Texts: *Industrial and Applied Art*, Book IV. Mentzer, Bush & Co.

Great Pictures and Their Stories, Book IV. Lester (in hands of the teacher).

NOTE—It is at this time that water colors are introduced although materials used in previous grades are not eliminated.

A. First two weeks

1. Instruct definitely in care, use and placement of materials.
2. Review primary and secondary colors.
3. Make flat washes using primary and secondary colors. Suggestion: Begin in upper left-hand corner and draw brush to right entirely across the paper. This will take much practice to get evenness of tone.

B. Second two weeks

1. Make simple landscape with sky, foreground and distant trees. Suggestion: These trees must be laid in with the tip of brush while washes are still moist so they will blend.
2. Study color through vegetables and fruits.

C. Third two weeks

1. Picture study. *The Gleaners*. Millet.
2. Study color through Autumn leaves. Blend colors while still moist.

D. Fourth two weeks

1. Health poster of cut paper.
2. Lettering suitable for poster.

E. Fifth two weeks

1. Study, form and character of trees with wax crayon (see lesson, page 5 of text).
2. Make simple landscape with wax crayon using a single tree in foreground.

F. Sixth two weeks

1. Picture study. *The Solemn Pledge*. Ufer.
2. Make seasonal poster of cut paper.

G. Seventh two weeks

1. Make watercolor picture for decorating calendar. (Multiple mounting suggested).
2. Plan simple Christmas gift.

H. Eighth two weeks

1. Conventional toys of cut paper. Suggestions: tinker toys, drums, horns, dolls, balls, scooters, etc.

I. Ninth two weeks

1. Picture study. *The Sheep-fold*. Jacque.
2. Snow scene in water color. This may be in black and white or color may be introduced as in a sunset sky.

J. Tenth two weeks

1. Safety First or Thrift poster in cut paper.
2. Lettering to apply to poster, page 17 of text.

K. Eleventh two weeks

1. Original color chart (see suggestions, pages 2, 3 of text).
2. Picture in water color with sky as background, water for foreground with single object in foreground, as a boat.

L. Twelfth two weeks

1. Picture study. *The Horse Fair*. Bonheur.
2. Color lesson of patriotic nature as a shield.

M. Thirteenth two weeks

1. Wax crayon drawing of pussy willows. Suggestion: This may be with chalk on gray background or black wax crayon on white (see page 36 of text).
2. Drawing of the ellipse in wax crayon as suggested on page 34 of text.

N. Fourteenth two weeks

1. Holland picture—tulips in watercolor.
2. Posters—suggesting *What the Wind Does*.

O. Fifteenth two weeks

1. Picture study. *Aurora*. Renl.
2. Pictures suggestive of April Showers and Spring Flowers for Easter. For most part follow conventional forms in cut paper.

P. Sixteenth two weeks

1. Seasonal poster in cut paper (see suggestion, pages 17-19 of text).
2. Original pottery forms with folded paper.

Q. Seventeenth two weeks

1. Study in action with stick figures. Represent games and sports.
2. May basket of folded paper with conventional decoration.

R. Eighteenth two weeks

1. Picture study. *Behind the Plow*. Welch.
2. Flat drawings or cut paper showing proper arrangement of furniture in a room, as suggested on pages 46-47 of text. Keep to the flat with no perspective.

V. FIFTH GRADE

Texts: 1. *Industrial and Applied Art*, Book V. Mentzer, Bush & Co.

2. *Great Pictures and Their Stories*, Book I. Lester (in hand of the teacher).

A. First two weeks

1. Lesson in lettering (see page 17 of text).
2. Construct simple design to combine with initials to apply to portfolio.

B. Second two weeks

1. Review color washes as suggested in fourth grade.
2. Conventional forms in paper folding and cutting in black as shown on page 3 of text.
3. Combine with color in some original fashion as suggested on page 2.

C. Third two weeks

1. Picture study. *Song of the Lark*. Jules Breton.
2. Lesson in color through vegetables and fruits as dish of fruit with conventional decoration on dish or some more original use of same.

D. Fourth two weeks

1. Continue color study with cut paper to represent fruits and flowers. Suggestion: Attractive study of grapes and leaves in various tones of paper may be constructed.

E. Fifth two weeks

1. Lesson in applied washes as in lesson on page 44 of text.
2. Lesson in washes continued applied to autumn landscape. See page 7 of text.

F. Sixth two weeks

1. Picture study. *Appeal to the Great Spirit*. Dallin.
2. Make Thanksgiving poster in cut paper.

G. Seventh two weeks

Suggestion: Begin early to plan your Christmas gifts.

1. Lesson in design (see page 13).
2. Apply to blotter pad or desk pad.

H. Eighth two weeks

1. Review geometric forms page 21.
2. Make pattern for lamp shade to be constructed of parchment paper or of heavy water color paper.
3. Work out and apply conventional design to shade. (See pages 13-21).

I. Ninth two weeks

1. Picture study. *Galahad the Deliverer*. Abbey.
2. Snow scenes in water color also work out snow scenes in cut paper.

J. Tenth two weeks

1. Work out Safety First poster.
2. Lettering to apply to posters. Strive for short "catchy" titles to these posters.

K. Eleventh two weeks

1. Make original valentines under direction of teacher.
2. Lesson in stick figures with a view to costume study as suggested on page 38.

L. Twelfth two weeks

1. Picture study. *Russian Winter*. Igor Grabar.
2. Show correct form of dress by cut paper costumes for these paper dolls. Mount in panel with appropriate lettering as costume study.

M. Thirteenth two weeks

1. Bird posters (see pages 19 and 17). Suggestion: Make a panel of birds with appropriate lettering.

N. Fourteenth two weeks

1. Lesson in horizontal circles, page 34. Suggestion: May be done in wax crayon.
2. Apply to studies in light and dark as shown in page 36 of text.

O. Fifteenth two weeks

1. Picture study. *Spring Dance*. Frans von Stuck.
2. If desired continue a lesson like the previous one, only in color.

P. Sixteenth two weeks

1. Conventional design applied to Easter favor—see page 32 of text.
2. Fold and cut May basket and decorate with conventional flower forms.

Q. Seventeenth two weeks

1. Lesson in Civic Improvement. Read carefully suggestions on pages 9, 11 of text.

R. Eighteenth two weeks

1. Make something for Mother's Day.
2. Make simple picture showing what you would like your vacation to be or a poster for Forest Protection.
3. Lettering appropriate for same.

VI. SIXTH GRADE

Texts: 1. *Industrial and Applied Art*, Book VI. Mentzer, Bush & Co.

2. *Great Pictures and Their Stories*, Book VI. Lester (in hands of the teacher).

A. First two weeks

1. Take up the study of Perspective. Use illustrations, such as railroad tracks converging in the distance, fence posts, trees in a row, etc. (See page 34 of text.)

B. Second two weeks

1. Teach perspective through graded washes. Suggestion: These must be made with very moist brushes.
2. Let these graded washes culminate in landscapes or water scenes with perhaps one outstanding object in foreground.

C. Third two weeks

1. Picture study. *The Angelus*. Millet.
2. Work out monograms for portfolio.
3. Autumn Landscapes working out harmonious graded colors.

D. Fourth two weeks

1. Columbus poster in cut paper. Suggestion: Tear waves in irregular shapes and make white-caps by pasting bits of white paper back of large waves. Perspective may be carried out by the position of the three ships.

E. Fifth two weeks

1. Continue perspective through still life groups—as vases, bowls, a ball, apple, etc. This may be through medium of cut paper or water color.
2. Give lesson in lettering appropriate for poster as: LUNCH, POTTERY, etc. (See page 17 of text.)

F. Sixth two weeks

1. Picture study. *The Fog Warning*. Homer.
2. Make pictures of Indian baskets or Indian pottery, decorating with Indian designs. Use wax crayon for these.

G. Seventh two weeks

1. Plan early your Christmas gift. Suggestions: Picture for calendar, match scratcher, Christmas decorations.
2. Block-print as suggested on page 30 of text.

H. Eighth two weeks

1. Picture study. *Christ in the Temple*. Hofmann.
2. Complete Christmas gift.

I. Ninth two weeks

1. Snow scene in black and white. Suggestion: Stick figures may be combined with this as boy drawing sled or sliding down hill.
2. Continue lessons of action with stick figures as: boy spading, bowing, wheeling wheelbarrow, fishing, etc.

J. Tenth two weeks

1. Snow crystals of folded cut paper. See American Art Aid for Grade Teachers.
2. Health Poster of cut paper. See references for teacher's use.

K. Eleventh two weeks

1. Picture study. *Statue of Lincoln*. St. Gaudens (see page 26 of text).
2. Color lessons: Work out original color chart (see pages 2, 3 of text).

L. Twelfth two weeks

1. Apply color to patriotic poster (see costume study, pages 38-40).
2. Lesson in lettering appropriate for poster (see page 17 of text).

M. Thirteenth two weeks

1. Nature drawings in wax crayon as suggested on page 5 of text.
2. Pussywillows and winter tree forms.

N. Fourteenth two weeks

1. Picture study. *The Mill*. Ruysdael.
2. Make Holland scene as windmill, Dutch garden, canal with boat, geese, stork on chimney, etc.

O. Fifteenth two weeks

1. Conventional design of spring flowers on squared paper. This may be in wax crayon.
2. Continue spring flowers in the conventional. These may be combined with a bowl or vase.

P. Sixteenth two weeks

1. Kindness to Animals poster—cut paper. Suggestion: Each child may take an initial letter of some animal and make picture to correspond or he may letter appropriate motto for his poster.

Q. Seventeenth two weeks

1. Picture study. *The Flower Girl of Holland*. Hitchcock.
2. Lesson on Civic Improvement. Spend time in conversational lesson on civic improvements. Bring pictures showing attractive home surroundings as on pages 7, 9 of text.

R. Eighteenth two weeks

1. Make poster for Civic Improvement (see page 11). Suggestions: Sketch lightly in pencil and then water-color washes may be used.

VII. SEVENTH GRADE

Texts: 1. *Industrial and Applied Art*, Book VII. Mentzer, Bush & Co.

2. *Great Pictures and Their Stories*, Book VII. Lester (in hands of the teacher).

A. First two weeks

1. Work out monogram and design for portfolio.
2. Apply to portfolio.

B. Second two weeks

1. Review color. Make color chart. Suggestions: 1. Primary and complementary colors. 2. Chart of color values (see pages 2 and 3 of text).

C. Third two weeks

1. Picture study. *Moonlight, Wood's Island Light*. Homer.
2. Make landscape or water scene using color values, confining yourself to one color as values of greens, or grays, or purples, etc.

D. Fourth two weeks

1. Applique designs of conventional fruits in cut paper. Use other nature designs as acorns, leaves, and flowers (see lesson, page 30 of text; see page 32 for applied design).

E. Fifth two weeks

1. With action figures work out football poster or other seasonal poster. Suggestion: This would be more effective in black and white if water color is used.

F. Sixth two weeks

1. Picture study. *Sir Galahad*. Watts.
2. Group poster of "Horn of Plenty" with each child contributing.
3. Lettering appropriate, page 17 of text).

G. Seventh two weeks

1. Plan Christmas gift. a. Suggestions: blotter pad—about 12 inches by 19 inches. Conventional design for corners. This may be done in watercolor, wax crayon or cut paper.

H. Eighth two weeks

1. Picture study. *The Frieze of the Prophets*. Sargent.
2. See page 13 for other Christmas suggestions.

I. Ninth two weeks

1. Health poster—in cut paper.
2. Lettering for same.

J. Tenth two weeks

1. Snow scenes in water color. Suggestion: These may be for most part in black and white with touches of color such as sunset, fir trees, red lights in windows, moon, red silos, etc.

K. Eleventh two weeks

1. Picture study. *Icebound*. Metcalf.
2. Thrift poster. Suggestion: This may also apply to tree conservation. See suggestions in "Poor Richard's Almanac" for slogans.

L. Twelfth two weeks

1. Silhouette drawing: a. Have pupils pose in profile for class to sketch.
b. Take some prominent character, as Washington or Lincoln, using black silhouette paper. Mount on white or light background.

M. Thirteenth two weeks

1. Work out conventional border designs on squared paper in color, using wax crayon or watercolor. Work for harmony of color.
2. Spring flower studies: pussy willows, daffodils, crocuses, etc.

N. Fourteenth two weeks

1. Picture study. *Avenue of Trees*. Hobbema.
 2. Dutch windmill scene or Japanese scene in black, white and gray.
- NOTE—Stress good form in mounting, especially multiple mountings.

O. Fifteenth two weeks

1. With simple vegetable, flower, bird, and animal designs work out on drawing paper attractive markers for Spring garden. These may later be applied to real markers of beaver board or box board.

P. Sixteenth two weeks

1. Safety First or Forestry poster.
2. Lettering appropriate poster (pages 15-17 of text.)

Q. Seventeenth two weeks

1. Picture study. *Dance of the Nymphs*. Corot.
2. Study tree forms. Make a panel of trees letting different members of the class work out different trees.

R. Eighteenth two weeks

1. Poster illustrating camp life as shown on page 19 of text.

VIII. EIGHTH GRADE

Texts: 1. *Industrial and Applied Art*, Book VIII. Mentzer, Bush & Co.

2. *Great Pictures and Their Stories*, Book VIII. Lester (in hands of the teacher).

- A. **First two weeks**
 1. Review care of materials. Organize monitor system.
 2. Work out attractive design for decoration of portfolio. This may be monogram or otherwise.
- B. **Second two weeks**
 1. Seasonal poster for sports. Suggestion: football, pennant in school colors, etc.
 2. Lettering for same.
- C. **Third two weeks**
 1. Picture study. *Church at Old Lyme*. Hassam.
 2. Autumn landscapes. Suggestion: Stress attractive mountings.
- D. **Fourth two weeks**
 1. Poster for Columbus day in cut paper. Suggestion: work for wave effects and harmony of color.
- E. **Fifth two weeks**
 1. Original color chart with appropriate lettering.

NOTE—See Theory and Practice of Color by Snow and Froehlich; also pages 2 and 3 of text.
- F. **Sixth two weeks**
 1. Picture study. *On the Stairs*. Zorn.
 2. Study in color through autumn fruits.
- G. **Seventh two weeks**
 1. Plan gift for Christmas. Suggestion: This may be of more complex nature than in previous grades. However, keep within range of pupil's ability.
- H. **Eighth two weeks**
 1. Finish Christmas gift and if time permits make picture for decoration of calendar.
- I. **Ninth two weeks**
 1. Picture study. *Syndics of the Cloth Guild*. Rembrandt.
 2. Snow scenes in water color. Suggestion: Stress perspective, balance, harmony, interest and unity.
- J. **Tenth two weeks**
 1. Work out conventional tile design.
 2. Apply to surface pattern similar to that shown on page 3 of text.
- K. **Eleventh two weeks**
 1. Continue perspective with cardboard boxes as models. Sketch these boxes in various positions, using a soft lead pencil.
 2. Use some shading also for perspective.
- L. **Twelfth two weeks**
 1. Picture study. *George Washington*. Stuart.
 2. Patriotic poster (cut paper). Suggestion: This may be anything suggestive of good citizenship as—Voting day, Memorial day, or anything of historical meaning.
- M. **Thirteenth two weeks**
 1. Early spring flowers as studies in water color using delicate washes for background.
 2. Mount artistically.
- N. **Fourteenth two weeks**
 1. Lesson in stick figures showing action of various kinds.
 2. Work out original cartoon using previous lesson as foundation.
- O. **Fifteenth two weeks**
 1. Picture study. *The Last Supper*. da Vinci.
 2. Spring landscape in water color.
- P. **Sixteenth two weeks**
 1. Kindness to animals poster in cut paper.
 2. Lettering appropriate for same.
- Q. **Seventeenth two weeks**
 1. Bird drawings in water color (see p. 42 of text). Make background of flat wash.
 2. Make group panel of these birds.
- R. **Eighteenth two weeks**
 1. Picture study. *An arrangement in Gray and Black*. Whistler.
 2. Make picture stressing civic beauty as shown on page 7 of text.

HEALTH EDUCATION

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Texts: Bigelow and Broadhurst, *Health for Every Day*. Rev. Ed. (fifth grade.)
Bigelow and Broadhurst, *Health in Home and Neighborhood*, Rev. Ed. (sixth grade.)

"The child's health is affected not by what he knows but by what he does"

The responsibility of the elementary schools for the regular health teaching should be assumed primarily by the classroom teacher. Better than any one else, the regular classroom teacher can understand the needs of each individual pupil and can make use of opportunities which arise naturally in the course of the day to teach health lessons. Health teaching should be positive and not negative.

All health teaching should tend toward and finally result in the **fixa-tion of proper health habits**. This can only be attained by arousing a decided interest on the part of the child, and this interest depends upon the enthusiasm, ingenuity and sympathy of the teacher. Thus the teacher who is an example of the happy living which results from following the same rules she teaches is the most successful health teacher.

The formation of health habits depends on four things:

- A. Doing the thing, rather than talking about it.
- B. Doing it repeatedly over a considerable period of time.
- C. Gaining distinct satisfaction from what is done.
- D. Interesting the child in health as a condition of success in work and play.

State Examination

The state examination in physiology and hygiene has been discontinued and health education has been made a definite topic to be carried throughout the entire period of elementary education. Text books are to be in the hands of pupils in only the fifth and sixth grades. *Health for Every Day* and *Health in Home and Neighborhood*, Bigelow and Broadhurst, published by Silver Burdette Co. Hence it is necessary that teachers use their initiative in supplying and correlating material for the other grades.

Health Inspection

The Oregon school law requires that during the first month of school every teacher must make a health inspection of each pupil, and that a record of these inspections be made on cards prepared by the state department of education. It is suggested that much of this inspection may be made the first day of school, which is usually given over to enrolling the pupils, after which they are dismissed for the day. **It is important that these health inspection cards, which are in the form of a continuous record, be carefully preserved and attached to the register at the close of school.**

Time Allotment

Health is a matter of daily living continually involving many factors and habits. The arbitrary division of topics made in this course of study is for facility in presentation. The suggested time allotment is given at the beginning of each subject. At least 15 minutes each day shall be devoted to interesting children in the formation of health habits. A part of this period should consist of morning inspection, checking practice of health rules, thereby stimulating interest in the inculcation of health habits.

Weighting and Measuring

When children are weighed and measured at the beginning of the year, the results should be used as an incentive to interest children in health and growth. Every normal child is taller and heavier this year than last. This gain in height and weight should be emphasized in connection with health habits, such as food, sleep, play, sunshine, cleanliness, fresh air and posture. Children should be weighed at least twice a year and findings posted in a conspicuous place.

Conditions Needing Constant Checking

- A. Safety of children.
- B. Deviations from normal condition such as colds, skin eruptions or other evidences of illness.
- C. Cleanliness of clothes, hands, face, teeth, etc.
- D. Posture (sitting and standing).
- E. Supervision during lunch hour, allowing at least 15 minutes before going to play.
- F. Fire drill at least once a month. (It should be practiced several times at the beginning of school.)
- G. Proper ventilation and temperature of the rooms. (68 degrees.)
- H. Care of wraps. (Outdoor wraps and heavy sweaters should not be worn in school.)
- I. The attitude of children for self-control, cheerfulness, fairness, etc.

This course has been outlined by grades in considerable detail for use in graded schools. The detailed course is followed by a rearrangement that has been prepared for the convenience of teachers in the rural schools. In using the rearrangement, rural teachers should constantly refer to the complete course for reference material and for specific suggestions which have not been repeated in the abridgment.

SAFETY

Safety has become an important subject of modern education. In this age of constant mechanical change new dangers present themselves and new precautions must be taken to avoid them. The problem is to develop habits of caution and a conscious regard for the safety of others, as well as of one's self.

Two Weeks Instruction

FIRST GRADE

Specific Objectives—A pupil should:

- A. Look both ways when crossing the street.
- B. Cross the street at corners.
- C. Walk on the left hand side, toward oncoming vehicles, on all highways.
- D. Be able to give name, address, and telephone number.
- E. Put playthings and tools away.
- F. Learn to take turns when playing on slides or other play apparatus.
- G. Learn to avoid playing with matches.
- H. Learn to play in yards and playgrounds rather than streets.
- I. Know that it is dangerous to run with pencils, penholders and suckers in the mouth.

Activities

- A. Dramatize crossing the street. Have children make "Stop" and "Go" signals for practice in room.
- B. Dramatize walking on the highway.
- C. Build a highway on sand table, place cars and pupils walking. Let pupils tell what procedure they should follow, or dramatize traffic conditions in room by marking off streets, crossings, etc.

- D. Dramatize what to do if child were lost down town.
- E. Conversation lessons on such topics as: 1. Why do we have sidewalks? 2. When do we cross the streets? 3. What should we do before crossing the street? 4. Where is the best place to play with a wagon, ball, etc.?
- F. Use Safety First games, poems, stories and posters.

SECOND GRADE

Specific Objectives—A pupil should:

- A. Know all points taught in the first grade.
- B. Learn to cross streets quickly.
- C. Know traffic signals and obey them.
- D. Keep halls, yards, walks, playgrounds and streets free from rubbish of all kinds.
- E. Know how to handle and carry sharp pointed articles.
- F. Keep away from fires, hot water and dangerous streams.
- G. Learn to be cautious in throwing play objects.
- H. Keep to the right when entering doorways, walking in halls, etc.

Activities

- A. In reading periods learn such words as: Stop—Go; Stop—Look—Listen; Safety Zone; Keep to the Right; Car Stops Here; Enter—Exit.
- B. Observe names on street cars.
- C. Observe names on streets.
- D. Observe house numbers and telephone numbers.
- E. Make and learn safety jingles.
- F. Use stories and poems for illustration.
- G. Make posters and booklets on Safety First.

THIRD GRADE

Review First and Second Grade Topics

Specific Objectives—A pupil should:

- A. Know how to carry an umbrella.
- B. Know what to do in case of fire.
- C. Know that guns, pistols, and dynamite caps are dangerous.
- D. Know danger of stealing rides on wagons and cars and playing on icy surfaces.
- E. Avoid sick people and houses where there are disease placards.

Activities

- A. Dramatize a child crossing a busy street on a rainy day.
- B. Dramatize rolling in blanket when clothing is on fire.
- C. Make safety posters and slogans.
- D. Observe and bring in samples of drug labels found in the home.

FOURTH GRADE

Review Work of Previous Grades and in Addition—

Specific Objectives—A pupil should:

- A. Be able to recognize and avoid poisonous plants.
- B. Know danger of fallen wires, electric cables, etc.
- C. Know how to turn in a fire alarm.
- D. Have an interest in public agencies safe-guarding life.

Activities

- A. Point out to children where poisonous plants grow so that they may be avoided.
- B. Discuss and dramatize what to do in case a fire breaks out.
- C. Write safety slogans.
- D. Make safety posters.

FIFTH GRADE

Health for Everyday, chapter I. Bigelow-Broadhurst

Specific Objectives—A pupil should:

- A. Gain a knowledge of the damaging effect of fire on life and property.
- B. Learn to give simple first aid for cuts, bruises, scratches, burns, etc.

Activities

- A. Present enough statistics for pupils to get the real significance of the dangers from fires, auto accidents, etc.
- B. Form safety squads.
- C. Organize patrols of older children to guard the smaller ones.

SIXTH GRADE

Health in Home and Neighborhood, chapters VII, VIII, and II (page 83). Bigelow-Broadhurst.

Specific Objectives—A pupil should:

- A. Have a knowledge of what has been done for public safety.
- B. Develop a habitual attitude of responsibility for the safety of others.
- C. Have a knowledge of simple bandages and their uses.

Activities

See text pages 314-315.

SEVENTH GRADE

Specific Objectives—A pupil should:

- A. Continue study of what to do in case of fire, fainting, accident, etc.
- B. Learn danger of using public utensils.
- C. Learn to recognize symptoms of common diseases. (See *Health in Home and Neighborhood*, sixth grade text, for chart, pages 282-283.)
- D. Understand immunization for: 1. Smallpox; 2. typhoid fever; 3. diphtheria; 4. scarlet fever.

Activities and Correlations

- A. Study contributions to science made by Jenner, Trudeau, Kock, Gorgas.
- B. Dramatize the play *Save the Child*. Oregon Tuberculosis Association.

EIGHTH GRADE

Specific Objectives—A pupil should:

- A. Know of the services rendered by the government in safe-guarding health, life, and property, such as: 1. Industrial accident commission. 2. Pure food and drug laws. 3. State traffic laws. 4. Public health regulations.

Activities

- A. Correlation with civics.
- B. Investigations relative to local conditions.
- C. Home Inspection for fire hazards. (See form, page 306, *Health in Home and Neighborhood*, sixth grade text.)

General References

- Chalk Talks on Health and Safety*, Cobb. MacMillan Company.
Safety Education (magazine).
Jimmie and the Junior Safety Council, Boothe. World Book Company.
Roller Bears, Edith Fox. MacMillan Company.
Boy Scout Hand Book.
American Red Cross First Aid Instruction in School.
Our Health Habits, pages 435-466.
Health Training in Schools, pages 342-349. Dansdill.
 Bulletin No. 32, Bureau of Education, Department of the Interior, *A Program of Education in Accident Prevention with Methods and Results*.

CLEANLINESS

Environment is such a big factor in teaching health that all teachers should make use of it. If the schoolhouse and the grounds are not in good condition the teacher should take steps to improve them. Special attention should be given the floors to make certain that they are well scrubbed before oiling to keep down the dust. Wall pictures should be well chosen and well hung. Exhibits of school work should be changed frequently.

Personal cleanliness should be introduced as a study after the pupils have learned why it is a good thing to have a neat, clean, attractive environment. The story of *Pig Brother* in Dansdill makes a good introduction. The morning inspection will help to establish a standard. Cleanliness must be taught by living and doing, rather than by merely imparting abstract knowledge.

Six Weeks Instruction**FIRST GRADE**

Environment

First grade pupils can improve their environment by:

- A. Hanging up wraps.
- B. Placing waste paper in basket.
- C. Keeping their own desks neat, clean, and in order.
- D. Immediately picking up anything dropped on the floor.
- E. Keeping school grounds and buildings neat and orderly.

Personal Cleanliness

- A. Wash hands before eating and after going to the toilet.
- B. Keep fingers and playthings out of mouth.
- C. Brush teeth at least once a day.
- D. Bring a clean handkerchief to school each day and use it when coughing or sneezing.
- E. Drink at least four glasses of water each day, one of which shall be before breakfast.

Activities

- A. Demonstrate ways to wash.
- B. Silent reading lessons for which the teacher writes questions and pupils answer in pantomime.
- C. Provide time (and check upon it) for pupils to wash hands before eating.
- D. Conversation lessons on pictures signifying cleanliness.
- E. Provide regular time for children to go to the toilet.
- F. Songs and poems on cleanliness.
- G. Stories such as *The Sad Story of Mary-Suck-Her-Thumb*, *Journey to Healthland*, Andress. Ginn & Company.

SECOND GRADE**Environment**

- A. Continue First Grade practices.
- B. Form the habit of cleaning muddy shoes before entering any building.
- C. Help in caring for the room before leaving at night.

Personal Cleanliness

- A. Come to school with clean hands, face, neck, teeth, ears, fingernails, and hair.
- B. Form regular bathing habits.
- C. Take pride in keeping clothes neat and clean.
- D. Remove rubbers on entering home or school.
- E. Form the habit of putting toys and clothing away.

Activities

- A. Discussion of pictures.
- B. Discussion of how birds and animals bathe. Make scrap book.
- C. Make a collection of all the articles that help to keep us clean. (Soap, washcloth, toothbrush, bathtub, water, etc.)
- D. Story: *The Circus Day*, *Our Health Habits*, page 123.

THIRD GRADE**Environment**

- A. Continue work of previous grades.
- B. Keep floors, desk, books, hallways and grounds clean.
- C. Learn to read the thermometer and to know when the room is at a proper temperature.

Personal Cleanliness

- A. Clean hands, arms, face, and fingernails.
- B. Wash hands before touching any food.
- C. Clean hair, brush often.
- D. Brush teeth twice daily. Have dental examination at least once a year.
- E. Bathe at least once a week.
- F. Keep pencils, money, etc., out of mouth.
- G. Proper elimination.

Activities

- A. From the study of homes in the third grade geography list all the ways that are provided in homes to help people to keep clean.
- B. What stores do to keep our food clean. (Wrapped bread, food in boxes, cases, etc., store keepers wearing aprons.)
- C. In the art period have paper tearing of child in bath tub, make a paper cup, etc.
- D. Story: *Cotton Baby*, page 49. Dansill.

FOURTH GRADE**Environment**

- A. Pupils should realize and assume responsibility for the condition of their environment in home, school, and community.
- B. Develop a pride in having attractive school grounds.
- C. Act as monitors for various responsibilities, such as ventilation, reading the thermometer, and cleanliness of lunch room.

Personal Cleanliness

- A. Review the work of the first three grades.
- B. Understand how water and food are needed to keep the inside of our bodies clean: 1. Plenty of water. 2. Whole wheat cereals—bran. 3. Fruits (raw or cooked). 4. Coarse vegetables.

Activities

- A. How people of other countries keep clean. Washing clothes, bathing, etc.
- B. Find pictures for illustrations.
- C. Stories: Chapters V and VII, *Voyage of Growing Up*, Turner-Hallock-Heath Company; *Boys and Girls of Wake Up Town*, Andress. Ginn and Company.

FIFTH GRADE**Environment**

- A. Continue the work of the Fourth grade with increased responsibility in regard to conditions of environment.

Personal Cleanliness

- A. *Health for Everyday*, chapters VII, VIII.
- B. Bathing.
- C. Care of the hands.

Activities

- A. Dramatize the play *Pirate Percy and the Slovenly Sloop*, from collection of plays published by the Oregon Tuberculosis Association.

SIXTH GRADE**Environment**

- A. *Health in Home and Neighborhood*, chapters III and VI, with associated activities; chapter VIII, pages 285-288.

Personal Cleanliness

- A. Continue the work of previous grades.

Activities

- A. Check your school building for sanitary conditions.

SEVENTH AND EIGHTH GRADES**Environment**

- A. Continue work of previous grades.
- B. Know the relation of air and sunshine to health.

Personal Cleanliness

- A. Know the relation of personal cleanliness to health. 1. Care of skin, teeth, hair, nails.
- B. Know the relation of water to health from the personal standpoint. 1. Amount needed to increase elimination, aid digestion, etc.

Activities

- A. Discuss how an individual can contribute to raising health standards of his group.
- B. Organize "clean up" squads.
- C. Make a study of city, school and home problems of sanitation.

General References

- Our Health Habits*, Beveridge.
- Health Training in Schools*, Danadill.
- Much useful material may be procured from Cleanliness Institute, 45 East 17th street, New York City.

NUTRITION

The problem of proper foods can be effectively introduced by weighing and measuring the children and discussing how much each child should weigh for his height and age.

Eight Weeks Instruction**FIRST GRADE****Specific Objectives**—Instruct children to:

- A. Drink at least one pint of milk a day (preferably a quart).
- B. Eat some vegetables daily besides potatoes (at least one leafy vegetable).
- C. Eat some fruit each day.
- D. Eat hot cereal for breakfast.
- E. Eat candy only after meals.
- F. Drink at least four glasses of water daily.
- G. Eat hard bread and other foods which require vigorous mastication.
- H. Do not exchange food with others or eat food picked up from floor, ground or street.

Activities

- A. Make fruit, vegetable and milk posters.
- B. Have blackboard reading lessons about food. Examples: 1. We like whole wheat bread. 2. We like hot mush. 3. I will eat a breakfast that will make me grow. 4. Here is milk, cereal, fruit, buttered toast. I will eat them all.
- C. Collect pictures of all baby animals that drink milk.
- D. Poem: *The Friendly Cow*, Stevenson.
- E. Stories: 1. *Three Bears*. 2. *Safety Hill of Health*, Lummis & Schawe; World Book Company. 3. Chapters V, IX, X and XI, *Journey to Healthland*; Ginn & Company.
- F. Games: 1. *Health Training in Schools*, pages 182-183.

SECOND GRADE

Teach same topics as given in first grade.

Activities

- A. Dramatize foods by playing cafeteria. (Pictures of foods pasted on tag board with prices marked under them help children to get additional food combinations at the same time they are selecting meals.)
- B. Reading lessons on food.
- C. Study of milk. Trace milk from the farm to the home. List helpers who prepare milk for use.
- D. List products of milk.
- E. List foods made from milk good for children.
- F. List all the vegetables grown near own homes. List ones that are shipped in.
- G. Teach measurements of pints and quarts of milk.
- H. Make health jingles and rhymes.

References

- Our Health Habits*, pages 73-79.
- Curriculum Making in an Elementary School*, pages 115-130, 93-114, Ginn & Co.
- Building My House of Health*, Lummis & Schawe, World Book Company.
- Health Training in Schools*, pages 270-271.
- Children's Book of Food Verses*, Winifred Gibbs, Barrow Company, Boston.

THIRD GRADE**Specific Objectives**

- A. Review points taught in first and second grades.
- B. Study food and its relation to growth. Know what to eat.
- C. Why we eat—Food helps us grow, builds muscles, strong bones and sound teeth.
- D. How to eat: 1. Eat slowly and chew food well. 2. Never exchange partly eaten food. 3. Eat only clean food. 4. Eat regularly. 5. Be cheerful at mealtime.

Activities

- A. Make a motion picture film showing foods one should eat.
- B. Play store. Buy food for breakfast, lunch and dinner.
- C. In the third grade geography the source of foods is studied in detail. This affords excellent material to correlate with health work.
- D. List sources of milk in different countries.
- E. Learn the value of pasturized milk and be able to recognize label.
- F. Dramatize: *Milk for the Whole World*, from collection of Short Health Plays for All Grades, Oregon Tuberculosis association.

References

- How We Are Fed*, Chamberlain.
- Our Health Habits*, pages 141-152.
- The Voyage of Growing Up*, chapters XI, XII, XIII, XIV, XV, XVI.
- The Road of Health to Grown-Up Town*, Lummis & Schawe.

FOURTH GRADE**Specific Objectives**

- A. What different foods do for the body: 1. Build body. 2. Furnish fuel. 3. Keep body in running order a, vitamin foods help body to use other foods; b, certain foods are body cleaners (fruits, leafy vegetables and bulky foods). 4. Exercise teeth (raw, hard foods).
- B. Emphasize foods which should appear in diet each day.
- C. Emphasize value of three meals a day according to regular schedule.

Activities

- A. Study the dependence of cities on the country for dairy products, vegetables and meats.

- B. Study animals and care of pets and connect their need of water with the place of drinking water in a child's daily schedule.
- C. Find out the kinds of breads used in other countries and how they are baked.
- D. Prepare talks on foods to give to lower grades.
- E. Make individual food records. See which vegetable leads in consumption by the end of the week.
- F. Name fish used for food and locate places where found. (Be sure that children recognize value of sea food as a source of iodine).

References

- The Voyage of Growing Up*, Turner and Hallock.
Boys and Girls of Wake-Up-Town, chapters XII, XVI, XVIII, Address.
Our Health Habits, pages 192-204.
Health Training in Schools, pages 103-133.

FIFTH GRADE

Chapter IV, *Health for Every Day*

Specific Objectives

- A. Importance of foods.
- B. Importance of water.
- C. Foods for growth.
- D. Foods for work.
- E. How the teeth aid digestion.
- F. Care of foods.

Activities

- A. Study menus. Test own menus for balanced diet.
- B. Study product map of U. S. locating the main sources of food supplies.
- C. List foods that do not grow in your country and state needed to make strong healthy bodies.
- D. Trace journey on map of foods that are shipped in.
- E. Compare cost of meals made up of milk, milk products, vegetables and fruits with meals composed of meat, starch and sweets.
- F. Build a health house of oatmeal stucco, cracker roof and vegetable shrubbery. Let children select three well balanced meals from house and its yard.

References

- Our Health Habits*, pages 251-259.
Healthland, page 65. American Medical association.

SIXTH GRADE

Chapter I, *Health in Home and Neighborhood*.

Chapter II, *Health in Home and Neighborhood*, to page 83.

Specific Objectives

- A. The kinds and sources of food. 1. Proteins—for building and repairing strong muscles. a. Examples: Milk, cheese, eggs, meat, fish. 2. Minerals—for building strong teeth and bones. a. Examples: Milk, fruits, vegetables. 3. Fats—sugars and starches—for keeping the body warm and giving energy. a. Examples: Butter, fruits, bread. 4. Roughage foods—for cleansing. a. Examples: Heavy vegetables, whole grains. 5. Vitamins—essential for health and growth. (Pictures of animals that did not grow normally when a food was lacking in one vitamin.) a. Examples: Fresh fruits, vegetables, milk, whole grains.
- B. Importance of water in the diet.
- C. Understand amount of foods needed—calories.
- D. Preparation and care of foods: 1. Why some are cooked. 2. Some preserved. 3. Refrigeration.
- E. Digestive system.

Activities

- A. Find out what our government has done to protect us from impure food.
- B. List as many regulations as you know in regard to the handling of food.
- C. Make a survey of some nearby markets to see how foods are handled and what protective measures are used.
- D. Children make charts showing foods which are best sources for minerals.
- E. Try a food experiment with animals. Keep a graph or chart to show results.
- F. Keep a record of the calories used per day and week. (See chart, page 30 in text.)
- G. Study inspection, pasteurization, and grading of milk in detail. *All About Milk*, Metropolitan Life Insurance company.

Reference

- Our Health Habits*, pages 251-259.

SEVENTH AND EIGHTH GRADES

Specific Objectives

- A. Know methods for controlling weight. 1. Discuss relationship of underweight to such diseases as: Tuberculosis, colds, etc.
- B. Know the value of certain mineral elements.
- C. Develop a knowledge of the importance of vitamins.
- D. Study the caloric value of foods.

Activities

- A. Discuss dietary and other methods to control weight.
- B. Study the foods containing calcium, phosphorous and iodine. Make charts showing relative amounts found in different foods.
- C. Study the research work on vitamins done by such men: McCollum, Sherman, Steinbock.
- D. Discuss the selection of food for the Byrd expedition to the South pole.
- E. A health club will be a means of encouraging the children to accept the responsibility for their own health.

References

- Our Health Habits*, pages 400-404.
The Newer Knowledge of Nutrition, McCollum.
The Foundations of Nutrition, Mary Swartz Rose.
Food, Nutrition and Health, McCollum & Simonds.

TEETH

Sound teeth are essential for health. Health surveys constantly show the need for adequate dental care. Children need to realize that teeth in good condition are an economic as well as hygienic asset.

Two Weeks Instruction

FIRST, SECOND, THIRD AND FOURTH GRADES

Specific Objectives—The child should:

- A. Brush his teeth each morning and night.
- B. Avoid injury to the teeth by refraining from biting hard candy, nuts, shells or thread.
- C. Know how diet contributes to good teeth.
- D. Know what regular dental service does in helping to save the teeth.
- E. Know the importance of caring for the temporary teeth in order to have sound permanent teeth.
- F. Know that the six year molars are permanent teeth.
- G. Appreciate the fact: 1. That clean, shiny teeth make him more attractive. 2. Unclean teeth often cause the breath to have a disagreeable odor. 3. Teeth should be washed after meals just as we wash dishes. 4. That the toothbrush should be thoroughly cleaned each day, by rinsing out and placing in a clean airy place to dry. 5. That sound and clean teeth are necessary for sound health and proper development.

Activities

- A. Discuss need of individual tooth brush. 1. Diseases are spread by using personal belongings of others.
- B. Demonstrate how to brush the teeth in pantomime. 1. Use of brush of suitable size, medium stiffness, bristles well separated and slightly curved. 2. Firm up and down stroke on all tooth surfaces. Complete brushing by cross movement on crowns. Explain that gums are stimulated by brushing. 3. A solution of baking soda and table salt are good dentifrices.
- C. Make use of the morning check to ascertain if teeth are brushed regularly.
- D. Study foods that contribute to building of good teeth. 1. Milk supplies more lime than any other food. 2. Fruits, vegetables and cereals contain minerals which help build strong teeth. 3. Exercise the teeth and gums by masticating the food properly and eating hard breads, raw vegetables and firm fruits.
- E. Make paper toothbrushes. Each child who has brushed his teeth may hang a toothbrush with his name on handle on a rack.
- F. Make posters showing foods which help to build strong teeth.
- G. Use stories such as "Old Grouchy Man Toothache," "The Brushes Quarrel," "The Magic Pearls," (Dandsill), and "The Council of Wisdom Teeth," from Short Tales of the Oregon Tuberculosis association.

References

- Our Health Habits*, Beveridge. First grade, pages 33 to 44; second grade, pages 93 to 102; third grade, pages 153 to 161; fourth grade, pages 205 to 218.
Health Training in Schools, Dansdill. First grade, page 263; second grade, page 264; third grade, pages 264 to 265; fourth grade, pages 265 to 266.
A Child's Book of the Teeth, H. W. Ferguson. World Book company.
 Still film—*Two Tooth Factories*, Spencer Lens company, 45 Second St., San Francisco, Calif.

FIFTH GRADE

- Health for Every Day*, pages 106-111.
 Continue the above objectives.

References

- Our Health Habits*, pages 277-284, 330-333, Beveridge.
Health Training in Schools, pages 266-267, Dansdill.

SIXTH, SEVENTH AND EIGHTH GRADES**Specific Objectives**

- A. Continue with previous study.
- B. Emphasize part that clean, sound teeth play in making the individual attractive and successful.
- C. Teach the relation of decayed teeth to such conditions as heart trouble, rheumatism, swollen glands, headache, diseased throats, poor eyesight and stomach trouble.

Activities

- A. Correlate with geography by study of primitive people who have excellent teeth because of foods eaten.
- B. Study of proper foods for building and exercising teeth.
- C. In civics class discuss why many cities are willing to maintain free dental clinics.

References

- Folk Lore of the Teeth*, Leo Kanner. MacMillan company.
Our Health Habits, Beveridge. Sixth grade, pages 330-333; seventh grade, pages 390-394; eighth grade, page 445.
Health Training in Schools, Dansdill. Sixth grade, page 267; seventh grade, pages 267-268; Eighth grade, pages 268-269.
 Excellent material may be procured free from the Oregon State Board of Dental Examiners, Medical Dental building, Portland, Oregon; and from the Metropolitan Life Insurance company, San Francisco, California.

EXERCISE AND FRESH AIR**Two Weeks Instruction**

Plenty of exercise in fresh air is very essential for all growing children. The primary aims of exercise are: to develop perfect coordination of the nervous system with muscular activity; to promote good health, physical strength and easy, graceful movements; to encourage proper use of maximum energy, and to aid in socializing the pupils by promoting honesty, fair play, good sportsmanship, courtesy and obedience to rules and laws. The play and exercise of small children should aim at the development of large muscular activities. From about the fifth grade competitive games are to be emphasized. In addition to regular intermissions, frequent exercise and play should be permitted in the lower grades.

FIRST GRADE**Specific Objectives**

- A. Play three or four hours daily.
- B. Encourage out-door activities during intermissions.
- C. Stress good posture habits in play.
- D. Take part in group games and emphasize fair play.
- E. Teach value of fresh air and give breathing exercises.
- F. Rhythmic drills and games are particularly useful, especially those that exercise big muscles.

Activities

- A. Getting ready for school (action song). Wash face, neck and ears, scrub hands, dry hands, comb hair, brush teeth, brush shoes and skip to school.
- B. Posture game: Walk like an Indian warrior (arms folded on chest, head erect, step high).
- C. Relief drills: Prancing horse, (alternate knees as high as possible; go slowly at first). Ducks (keep knees bent with hands placed on hips). Waddle like a duck. Follow the leader.
- D. Other games: Drop the Handkerchief, Cat and Mice, Tag games such as squat tag, shadow tag, etc., Fox and Geese.

Reference

Health Training in Schools, page 181, Dansdill.

SECOND GRADE**Specific Objectives**

- A. Continue to encourage out-door activity, good posture, group games, etc., as in the first grade.
- B. Teach breathing through the nose and avoidance of dusty or dirty rooms.
- C. Teach reasons why exercise is good for the individual.
- D. The most beautiful things we hear and see are out of doors.

Activities

- A. Games suitable for this grade are: Center Base, Cat and Rat, Blind Man's Bluff, Cross Tag, Skipping Rope, Magic Carpet, Crack the Whip, Spin the Platter.

References

Our Health Habits, page 113.
Health Training in Schools, page 188.

THIRD GRADE**Specific Objectives**

- A. Take several hours of exercise out of doors every day.
- B. Exercise should include both work and play.
- C. Every child should know the proper temperature for a room, how to read a thermometer and the necessity for ventilation.
- D. Danger of drafts should be understood.
- E. Stress proper temperature and ventilation of sleeping room.

Activities

- A. In oral English tell of some of the work at home that is good for us. Games that furnish good exercise. Write action poems.
- B. In art—draw line figures showing good posture.
- C. Suitable games are: Babes in the Hole, Marbles, Freight Train Tag, Bull in the Ring, Three Deep, Black Man or Black Tom, Hop Scotch.

References

Our Health Habits, pages 169-171.
Health Training in Schools, pages 188-189.

FOURTH GRADE**Specific Objectives**

- A. Engage in active out-door play for several hours daily.
- B. Games for this age should include motor ability tests.
- C. Continue emphasis on proper temperature and ventilation of schoolroom and give children some responsibility in caring for these matters.
- D. Children should know how air gets into the body and the effects of pure and impure air.
- E. Remember that group games, play and work all have a place in exercise.

Activities

- A. In geography connect recreational trips in the Pacific section with health.
- B. Games to play are: Drive ball, Duck on the Rock, Pom Pom Pullaway, Hop-ping Relays, Overhead and Stride Ball Relays, Leap Frog, Leap Frog Race.

References

Our Health Habits, pages 220-226.
Health Training in Schools, page 189.

FIFTH GRADE

Health for Every Day, chapters II and V.

Specific Objectives

- A. Reasons for play and exercise.
- B. Kinds and effects of exercise.

- C. Essentials of good exercise: 1. Must be spontaneous. 2. Must be joyous. 3. Must lead from one activity to another. 4. Must be vigorous—big muscle. 5. Must not encourage strain through over-exertion.
- D. Why we need air.
- E. Characteristics and effects of good and bad air.

Activities

- A. Correlate with language in having compositions about: My favorite sport. What to do hiking, camping, swimming, etc.
- B. Learn of games played by children in other places and countries.
- C. Find out about games played in ancient Greece, how Indians took their exercise, what games were played by boys and girls of Colonial period.
- D. Play Horse Shoes, Dodge Ball, Corner Ball, Circle Relay, Run Sheep Run, Tug of War.

References

- Our Health Habits*, pages 289-294.
Health Training in Schools, pages 187, 190.

SIXTH GRADE

Health in Home and Neighborhood, chapters IV and V.

Specific Objectives

- A. Changes in air caused by breathing.
- B. Reasons for ventilation.
- C. Benefits of sunlight.

Activities

- A. Correlate with language and picture study by study of ancient Greek life and the part physical education played in the training of the Greeks.
- B. Play Bound Ball, Liberty Bat Ball, Prisoner's Base, Pig in a Hole.

References

- Our Health Habits*, pages 343-345.
Health Training in Schools, page 190.

SEVENTH AND EIGHTH GRADES**Specific Objectives**

- A. Play of these grades should promote health, skill, grace and body strength. Competition is an important factor, and it is easy to establish the fact that proper habits are necessary if one is to excel or succeed.
- B. Team games presenting opportunities for social responsibility, sportsmanship and fair play are valuable.
- C. Folk and natural dancing for the girls will help to develop poise, grace and coordination.
- D. Neighborhood recreation may be studied.

Activities

- A. Discuss the part played by exercise in the lives of outstanding men such as Lincoln, Washington, Roosevelt.
- B. Discuss why work, exercise and healthy living habits are necessary for proper physical condition for members of athletic teams.
- C. Study the recreational facilities of Oregon and the Pacific Northwest.
- D. Study the local provisions made for recreation.
- E. Play Volley Ball, Baseball, Basket Ball, Hand Ball, Tennis, Track and Field Events and other competitive activities.

References

- Our Health Habits*, page 395.
Health Training in Schools, pages 191-193.
Play Activities for Elementary Schools, compiled by Dorothy La Salle and published by A. S. Barnes and company, New York.

CLOTHING

The clothes that we wear are related to our health in two different ways. They influence the work and condition of the skin, the circulation, bones, muscles, and free action of the organs of digestion; and they influence our state of mind.

Two Weeks Instruction**Specific Objectives—Children should:**

- A. Take pride in wearing clean, well brushed clothes.
- B. Learn to assist in caring for own clothing by hanging up wraps, brushing clothes out of doors, etc.

- C. Remove wraps, overcoats, extra sweaters and rubbers when indoors.
- D. Remove and air all clothing worn during the day and wear proper night clothing.
- E. Wear clothing appropriate to the season: 1. Light weight in summer. 2. Warmer texture in winter. 3. Rubbers and raincoats in rainy weather.
- F. Change wet clothing as soon as possible.
- G. Wear underclothing to absorb perspiration of the skin.
- H. Wear garments properly fitted. No tight bands, garters or collars. Weight of clothing suspended from shoulders.
- I. Avoid excessive neckwear such as furs and scarfs.
- J. Put on extra clothing after vigorous exercise.
- K. Know points of a good shoe: 1. *Length*—The shoe should be long enough so that when you stand there is some space extending beyond the big toe.
2. *Width*—The shoe should be wide enough for the toes to move around with ease.
3. *Shape*—The shoe should have a straight inner line from toe to heel. The big toe should be able to point straight ahead.
4. *Weight*—The shoe should not be too soft nor too thin soled.
- L. Wear stockings that are dry, clean and well fitted.

PRIMARY GRADES

Activities

- A. Dress small dolls to show proper clothing for different weather and occasions.
- B. Study the materials used for our clothing. 1. Collect pictures of cotton fields, sheep, silk worms, rubber trees, leather, etc.
- C. Demonstrate with stories and pictures how animals change their clothing by shedding their fur—as the rabbit, cat, dog, etc.

INTERMEDIATE GRADES

Activities

- A. Compare the clothing of the American children with those of children in other lands—the Eskimo, the Hawaiian, the Chinese, etc.
- B. Demonstrate the harm of tight clothing by tying a tight string around a green sprig during its growth.
- C. Explain the various ways in which damage to clothing can be repaired by children of intermediate grades.
- D. Dramatize buying a pair of shoes.

References

Fifth Grade: *Health for Every Day*, chapter VI.

Sixth Grade: *Health in Home and Neighborhood*, chapter VI, pages 206, 212.

UPPER GRADES

Activities

- A. Develop a consciousness for proper clothing by organizing a fashion show depicting suitable types of clothing and shoes for all occasions.
- B. Discuss the relations of suitable, neat clothing to succeed in securing and holding a position.
- C. Make a year's clothes budget for yourself.

References

How We Are Clothed—Chamberlain.

How the World Is Clothed—Carpenter.

REST AND SLEEP

Work to establish habits of sleep and relaxation. Teacher should make provision for underweight and nervous children to have a rest period during the day. They should have less physical activity than children of normal weight.

Two Weeks Instruction

FIRST GRADE

Specific Objectives—Teach pupils:

- A. That 11½ to 12 hours of sleep every night are needed for six year olds to grow and be happy all day.
- B. To rest during the day when tired or cross. 1. Discuss best times for school children to rest.
- C. Importance of regular bedtime habits. 1. Go to bed at same time each night.

- D. Remove all clothing worn during the day.
- E. To sleep in dark room with open windows.
- F. To learn relaxation through quiet games or stories before going to bed.
- G. To sleep without a pillow or with a very low one.
- H. To sleep with body well covered and head uncovered.

Activities

- A. Play the Wee Willie Winkle game. *Our Health Habits*, page 46.
- B. Picture study relative to sleep such as Maxfield Parrish's *Wynken, Blynken and Nod*.
- C. *Wake Up Story*, page 142—Dansdill.
- D. Teach a sleep song such as "Cradle Song" from *Folk Songs and Other Songs for Children* by Whitehead.
- E. Poem: *Wynken, Blynken and Nod* and *Shut-Eye-Train*, Eugene Field.

SECOND GRADE**Specific Objectives—Teach pupils:**

- A. To sleep 11 to 12 hours. 1. That underweight children need to sleep more than other children.
- B. To sleep alone if possible.
- C. To close eyes and relax as soon as one gets into bed.
- D. Keep nose from under covers.
- E. To sleep with windows open in a quiet, dark room.
- F. It is a good plan to rest a little (about 15 minutes) several times a day particularly after a meal, and after vigorous activity.

Activities

- A. Have a large pasteboard clock, dials with movable hands. Ask children to show what time they went to bed, what time they got up, or let children make individual sleep clocks showing time they should be in bed. Have them make a card to carry home. Name _____ needs 11 hours sleep. If child is underweight and nervous add—"Needs rest before supper."
- B. Read story such as *Twinkle—Outdoor Story Book*, Carolyn S. Baily; also found in Dansdill, page 140.
- C. Read poems such as *In the Dark* by A. A. Milne from *Now We Are Six*, *Bed in Summer* and *Land of Nod*, Robert Louis Stevenson.
- D. Dramatization of: 1. Lying down for rest or sleep (be sure every child can consciously relax). 2. Opening the windows for fresh air to come in.

THIRD GRADE**Specific Objectives—Teach pupils:**

- A. Best conditions for sleep. 1. Dark, quiet room with open windows. 2. Light, warm, clean bed clothes. 3. To go to bed at same hour every night. 4. Go to bed before getting over-tired or excited. 5. Sleep eleven hours. 6. Sleep alone if possible in a room by yourself. 7. Sleep with all clothing worn during day removed.
- B. It is best to rest after eating and before becoming very tired.
- C. Have children who eat lunch at school remain quiet for a short time after eating instead of rushing out to play.

Activities

- A. Clothespin dolls—dress clothespins in paper clothes; one for each pupil. Stretch a clothesline across sand table and make beds for dolls in sand. Every morning each child awakes his clothespin doll and puts it on the line if he has had his full quota of sleep the night before. If not his doll must stay in its sand bed all day.
- B. Poem: Longfellow's *Children's Hour*.
- C. Story: *Land of Somnus* from *Most Wonderful House in the World*. Have children plan a good way to spend noon hour at school.

FOURTH GRADE**Specific Objectives—Teach pupils:**

- A. That 11 hours of sleep with windows open are needed.
- B. Why we like to sleep.
- C. What sleep does for us: 1. During sleep repair of body takes place. 2. We grow while in sleep. 3. Gives body chance to store up energy for work and play.
- D. Why it is best to sleep with the mouth closed and the nose out.
- E. Amount and value of light warm bed covering.
- F. How to ventilate the sleeping room.

Activities

- A. Discuss ways children in different lands sleep. *Our Health Habits*, page 237.
 1. How they compare with our habits? Beds? Open windows? Rooms? Night clothing?
- B. Story: *Christopher's New Year* in Dansdill, page 135.
- C. Poem: *Daisies*, by Frank Dempster Sherman.
- D. A bed-making demonstration may be arranged by the class. Use a doll's bed or the rest cot at school. Some children may explain the articles of bedding and their use and others show how to make a bed properly, how to air it in the morning. Boys may show how to make beds properly at camp.
- E. Discuss how Mother Nature's children sleep.

FIFTH GRADE

Health for Every Day, chapter III.

Specific Objectives—Teach pupils:

- A. Number of hours of sleep needed according to age.
- B. Importance of and benefits from rest, relaxation and sleep for both animals and children.
- C. Beneficial body positions for sleeping.
- D. Most restful environmental conditions for sleep.
- E. The conditions for, and benefits derived from sleeping out-doors.

Activities

- A. Discuss why camps have rest hours after the noon meals.
- B. Dramatize: *In the Workshop of Dreams*, in a book of health plays from the Oregon Tuberculosis association.
- C. Sleeping on a board: Discuss with children the time clock used by business firms. Suggest they try something like it to keep track of their bedtime hours. Prepare oblong board with paper clock in middle—names of girls on one side, boys on the other side, hole beside each name. Children peg in on entering room in morning if they have slept ten hours. Interesting to keep a daily graph to compare records of boys and girls. Pegs can be made of matches painted red.

SIXTH GRADE**Specific Objectives—Teach pupils:**

- A. Importance of taking time to rest mentally and physically.
- B. Special need of sleep for those underweight.
- C. The effect of sleep on the efficiency of the body.
- D. The effect of sleep on our mental attitudes.

Activities

- A. Discuss the experiences of open air schools, for example, the *Mills Open Air School in Portland, to show that rest periods help underweight children to gain. Let members of the class give experiences of their own in using daily rest periods to help grow.
- B. Prepare health epigram such as: "Sleep is to a man what winding is to a clock."

SEVENTH AND EIGHTH GRADES**Specific Objectives—Teach pupils:**

- A. The need of sleep for the purpose of rest, repair and growth. 1. Windows open. 2. Complete relaxation. 3. At least ten hours sleep.

Activities

- A. Discuss why athletes in training need plenty of sleep.
- B. Discuss how sleep affects personal appearance.
- C. Plan a day's schedule for self and for father in which time is allotted for rest in addition to hours required for sleep.
- D. Learn the song *Yawning*, from Book of Short Stories published by the Oregon Tuberculosis association.

General References

Sleep, Health Education Bulletin No. 12, Children's Bureau, Department of Interior.

Our Health Habits, Whitcomb and Beveridge, pages 162-165.

Health Training in Schools, Dansdill, pages 317-321.

*Write Oregon Tuberculosis Association for this data.

POSTURE

Good posture depends on the formation of health habits, correction of physical defects, and development of the most healthful standing, walking, sitting or reclining positions.

Two Weeks Instruction

- A. Benefits of good posture: 1. Makes possible best functioning of organs of the body. 2. Improves personal appearance. 3. Increases self respect and correspondingly invites the confidence of others. 4. Develops poise and self-reliance.
 - B. Most frequent causes of poor posture: 1. Faulty food habits. 2. Irregular and inadequate hours of rest. 3. Insufficient fresh air and exercise. 4. Diseased tonsils, adenoids and defective vision. It is important to get these corrections made early. 5. Poorly adjusted seats.
 - C. Big muscle activities especially climbing, jumping, chinning and using the arms vigorously are necessary to develop the postural muscles to keep pace with the increasing body weight.
See *Our Health Habits*, page 21.
- Some of the best results for posture training of children are attained indirectly through the teacher's constant example of good posture. Posture is more frequently caught than taught.

FIRST GRADE

Specific Objectives

- A. Teach posture through exercise: 1. Chinning is an excellent exercise to develop trunk muscles. Little children in most cases have well developed leg muscles but poorly developed trunk muscles. 2. Other exercises that improve posture; a, marking time; b, skipping forward; c, jumping rope.
- B. When close work is done, especially when a child is learning to write, it is important to practice the right habits of posture from the beginning: 1. Sit in a seat in which feet can rest flat on the floor, knees free from desk and arms resting easily on top of desk without pushing shoulders up. 2. Keep back against back of the desk. 3. Sit tall.
- C. Sleeping posture: 1. Lie stretched out and relaxed.

Activities

- A. "We'll stand up straight," Musical command from Gaynor's *Stories of the Child World*, volume I.
 - B. Song: *See Saw*, rhythmic exercise for waist muscles, from Gaynor's *Stories of Child World*, volume I.
 - C. Act out story plays depicting movements of such animals as the duck, bird, rabbit and pony. Pretend to be a sailor or woodcutter at work.
 - D. Posture games. *Story Plays*, by Louise Wright.
- Discuss each phase of the activity before the children do it. Then suggest, "Let's All Do It"—"Go."

SECOND GRADE

Specific Objectives

- A. Teach simplest essentials of good posture: 1. To sit with back against seat, and feet flat on the floor. 2. To stand with chin in, abdomen in, chest out (2 ins—1 out).

Activities

- A. Story plays of house cleaning, washing clothes, imitating rooster and peacock. See Dansdill, page 182.
- B. Story: *Old Scowly Spine Pack*, Dansdill, page 133.
- C. Story: *Niglio and Farouche*, from *Short Tales*, Oregon Tuberculosis association.
- D. Story: *Granny Smith*, from *A Journey to Healthland*, Andress.

THIRD GRADE

Specific Objectives

- A. Continue practice of essentials given in first and second grades making a few additions. Encourage good posture whenever possible.
- B. Stand posture: 1. Review 2 ins—1 out. 2. Head up. 3. Toes straight.
- C. Sitting: 1. Sit tall. 2. Bend from the hips. 3. Feet flat on floor.
- D. Lying: 1. Stretch out straight in bed in relaxed position.

Activities

- A. Use sitting exercises to strengthen abdominal muscles. See page 20, *Posture Exercise*, pamphlet published by United States Department of Labor, Children's Bureau, publication 165.

- B. Read such a story as *Framework of the House*, page 1, from *Most Wonderful House in the World*, by Mary S. Haviland.
- C. Play squat tag; directions found in Dansdill, page 167.
- D. Read *The Story of the Young Prince and the Robber Children*, page 135, Dansdill.

FOURTH GRADE

Specific Objectives—Teach children:

- A. To maintain good posture which includes: Head up, chin in, chest out, feet together (when standing), shoulders easy.
- B. To discuss the outcome of good posture: 1. Increased self respect, improved conditions for healthful body development, development of strength, fine personal appearance.
- C. To use a set of daily exercises to aid in the development of an erect body.
- D. To discuss conditions for most healthful sleep: 1. Straight, firm bed; thin, soft pillow (better none at all), light-weight covers.

Activities

- A. Give the posture test at intervals: 1. Posture may be tested by a plumb line or window pole held opposite of opening of ear. If posture is good, the following body points will be in line with the pole; a, opening of the ear; b, middle of the shoulder; c, prominence of the hips; d, middle of arch of foot. 2. Triple test for posture in standing, marching, exercise. See Bancroft's *Posture of School Children*, page 8.
- B. Exercise: 1. Deep knee bend, hands hanging loosely between knees. Jump to stride stand; straighten arms sideward; palms upward, 1; return, 2. Repeat.
- C. Story: *Ulysses*, chapter XXII; *Voyage of Growing Up*, quoted in *Child Health*, March, 1929.

FIFTH GRADE

Specific Objectives—Teach children:

- A. To appreciate good posture.
- B. To know the importance of well fitting shoes in maintaining correct posture.
- C. To know that good food habits, plenty of exercise and long hours of sleep are necessary to maintain good posture.
- D. To correct poor posture. See *Health for Every Day*, chapter II.

Activities

- A. Study of instructive pictures, sculpture and quotations helps to develop appreciation of good posture: 1. Examples: a, Pictures: *Queen Louise*, by Richter; *Peak's Washington*; Van Dyke's *Prince of Nassau*; Reni's *Aurora*. b, Sculpture: *The Winged Victory*, *The Discus Thrower*, *The Greek Swimmer*, and equestrian statues.
- B. Labeling trees on school grounds as to good or bad lines: 1. Give posture cues, look up, flat backs, walk like king or queen; 2 ins—1 out. Bico (belly in, chest out).
- C. Give corrective exercises. *Posture Exercises*, pamphlet No. 165, published by Children's Bureau.
- D. Have a relay race with bean bags or erasers on heads. *Our Health Habits*, pages 291, 292, 293.

SIXTH GRADE

Specific Objectives

- A. Give knowledge that will serve as a motive for forming the habit of good posture: 1. The way a child stands, sits and lies, determines the way he will grow. 2. It takes more energy to hold yourself in an upright position if your head, neck and spine form several zigzag curves than if they are in a straight line. 3. Good posture adds to health and personal appearance and to success in social and business life.
- B. Review and encourage at all times correct standing and sitting positions.
- C. Study causes of wrong posture as a means for urging their correction: 1. Fatigue. 2. Malnutrition. 3. Misfitting shoes and high heels. 4. Carelessness (mental attitude). 5. Tight clothing. 6. Eyesight (near-sightedness).

Activities

- A. Give corrective exercises. See *Posture Exercises*, published by United States Department of Labor, Children's Bureau, publication No. 165.
- B. Make posture posters.
- C. Have posture drive with tag day, tagging those with "A" posture.
- D. Dramatization: 1. A scene in the office of an employer. 2. Applicants; a, round shouldered; b, flat chested; c, protruding chin; d, high chest; e, upright carriage. Who has the best chance for the position?

SEVENTH AND EIGHTH GRADES

Specific Objectives

- A. Assist the pupils to appreciate that good posture is an essential requirement not only for proper function of the body organs, but also for an attractive appearance, athletic prowess and success in many occupations.
- B. Review posture principles taught in previous days.

Activities

- A. If posture tests are not regularly given in your school by physical education director or a physician give such tests as a posture project.
- B. Investigate the effect on posture of the systems of training at West Point and Annapolis.
- C. When studying correct posture conduct a Posture Drive for one day. Tag each pupil having good posture.
- D. Teach song *Are You a Camel*, in *Short Tales*, Oregon Tuberculosis association.

General References

- Posture of School Children*, by Bancroft.
Health Education Procedure, by Wootten.
Posture Exercises, United States Department of Labor, Children's Bureau, publication No. 165.
The Importance of Posture, a pamphlet published by the Metropolitan Life Insurance company and distributed free of charge.
Our Health Habits, Whitcomb and Beveridge, pages 549, 550, 551.
 The American Posture League, 1 Madison avenue, New York City, is a source of posters and pamphlets on posture.
Story Plays, Louise Wright.

SENSE ORGANS

The vision and hearing of the child, like his posture and state of mind, are dependent upon his health. Health is in turn dependent upon his practice of health habits and general physical condition. So eyes and ears are involved in a cycle which is dependent on health in a very real sense.

Three Weeks Instruction

The teacher can do much in aiding the vision of her children:

- A. By dividing instruction so that the eyes are not used for close work too continuously. 1. There should be a change of focus by looking at distant objects.
- B. By insisting upon proper position in reading, writing, drawing, etc.
- C. By a study of the eyesight of the children making use of the Snellen Test findings recorded on the health inspection card. Place the children who have difficulty in seeing near the main blackboards.
- D. By encouraging those in charge of the school equipment to provide shades which roll up from bottom and middle of the window.
- E. By adjusting the window shades several times a day to meet changes in sunlight.
- F. By careful consideration of the make up of the books she chooses for the children's library. The following are important points on which to score the books selected: 1. Good print (printmarks should not show through). 2. Print large enough to be read easily. 3. Unglazed paper, white or very slightly cream tone. 4. Well-proportioned margins. 5. Full-tone pictures. 6. Lines not too long.

To Primary Teachers:

The teacher needs to realize that at the age when school life begins the visual apparatus is still immature. The orbits, eyes themselves and the muscles and nerves which move them have still to increase considerably in size. The various brain structures concerned in vision have not only to grow but to become complex. The intricate coordinating mechanism which later will enable the eyes, brains and hands to work together with minute precision is awaiting development by training. Therefore, give preponderance of oral and blackboard instruction.

The hearing of the child needs just as careful attention as his vision. The child who does not hear well is often dull, careless, listless, inattentive and apparently mentally backward. He is usually retarded in school and is often regarded as mentally subnormal, constantly suffering the consequences in the treatment accorded him by the other children, when in reality his only defect is improper hearing.

Suggestions for discovering children who do not hear well:

- A. Pupils often say, "What?"
- B. Inattentive, poor in concentration.
- C. Stupid expression.
- D. Expressionless voice.
- E. Poor spelling due to misunderstanding of words.
- F. Improper speech.
- G. Poor posture—head held forward or to one side.
- H. Difficult nasal breathing.
- I. Complaint of earache and discharging ear.

FIRST GRADE

Nose—A pupil should:

- A. Avoid picking the nose.
- B. Cover cough and sneeze with handkerchief.
- C. Try always to have a clean handkerchief—never use it as a plaything.

Activities

- A. Read *Dottie and the Sneeze*, *Healthyland*, page 35.
- B. Handkerchief Drill. *Our Health Habits*, page 30.

Eyes—A pupil should:

- A. Hold up head and book while reading.
- B. Choose a place at the table for writing, reading or drawing with back toward the light.
- C. Keep hands away from eyes.

Ears—A pupil should:

- A. Keep all objects away from the ear.
- B. Do not shout in another's ear.
- C. Be careful not to hurt anybody on the ear.
- D. Report difficulty in hearing to teacher and mother.

Activities

- A. Make various sounds behind screen. Have the children interpret them. Such as: Ticking of clock, the wind, the singing of a bird, approaching of a car. Find out those who are slow to hear.

SECOND GRADE

Nose—A pupil should:

- A. Learn use and care of the handkerchief: 1. Clean handkerchief every day kept in pocket when not in use. 2. Use handkerchief when necessary to sneeze or cough. 3. No waving of handkerchief.
- B. Learn correct way of blowing nose: 1. Blow only one side of nose at a time. 2. Blow it gently.

Activities

- A. Have children show handkerchiefs during morning inspection.
- B. Story: "Henrietta Handkerchief," *Mary Gay Stories*, Boothe-Carter.

Eyes—A pupil should:

- A. Keep everything away from eyes.
- B. Never rub eyes with the fingers.
- C. Be careful of other children's eyes: 1. Never put fingers near another child's eyes; 2. Never throw sand or other objects at any one.

Ears

- A. Review first grade material on ears.
- B. Be sure children are favorably placed in room according to their ability to hear.

Activities

- A. Some animals have very sharp ears. Name them. Tell how they use their sharp ears.
- B. Draw a picture of a rabbit or a dog listening.
- C. Collect pictures of animals that have sharp ears.
- D. Blackboard reading lessons on: 1. What I heard on the way to school; 2. What noises we hear in a city; 3. What noises we hear in the country.

THIRD GRADE

Nose—A pupil should:

- A. Keep mouth open while blowing nose so that air will not be forced into the middle ear.
- B. Blow nose gently.
- C. Know necessity for and proper use of handkerchief.

Eyes—A pupil should:

- A. Hold his book as far from eyes as he can comfortably see—12 to 16 inches.
- B. Be careful not to face the light while reading.
- C. Pull the shade down if there is a glaring light.
- D. Realize dangers of poking, shooting or throwing anything in the direction of another person's eyes.

Ears—A pupil should:

- A. Wash the ears gently with wash cloth and soap.
- B. Place no objects in the ears.

Activities

- A. Story: *Ellie's Wishes*—Dansill, page 61.
- B. Make poster slogans—for example: "Save Your Eyes—Two Are the Most You Will Ever Have," "Your Eyes Are Your Private Telephones."
- C. Poem:

LITTLE EAR

Mr. Ear made so queer,
Don't think for a minute that I fear
To get after you, Oh no, Oh no.
A wet cloth here and a little soap there,
And round and round with greatest care,
If I could see I know you would shine,
You queer little funny old ear of mine.

FOURTH GRADE

Nose—A pupil should:

- A. Avoid putting fingers or objects into the nose.
- B. Guard nose against heavy blows which would cause breaks or hemorrhages.
- C. When there are abnormal conditions of the nose such as: Inflammation, sores, adenoids, enlarged bones or excessive and continued discharge, a physician should be consulted.
- D. Know function of the nose: 1. Affords proper air passage. 2. Warms air before air passes down throat. 3. Warns us of such dangers as escaping gas, fire, decay, etc.

Eyes—A pupil should:

- A. Know about protection of the healthy eye: 1. Dangers of dirty towels, wash cloths and handkerchiefs; a. importance of individual towels. 2. Refrain from rubbing the eyes. 3. Avoid sitting too close to the screen at movies. 4. Know proper light conditions for studying.
- B. Secure expert attention when poor sight, eye strain, or headaches are experienced: 1. Wear glasses as prescribed.

Ears—A pupil should:

- A. Review work of other grades.

Activities

- A. List how a keen ear will help us: 1. Warns us of danger; coming of a street car, tooting of an automobile horn, roaring of a train, etc. 2. Helps us to hear things that are beautiful, such as: music, songs of birds, waves of the shore, wind in the trees, radio, etc.

FIFTH GRADE

Health for Every Day, chapter IX, Bigelow-Broadhurst

Nose—Pages 185-187.

Ears—Pages 183-185.

Eyes—Pages 191-204—A pupil should:

- A. Be taught care of the eyes to prevent eye strain: 1. Read in a steady, sufficiently bright light; a. avoid reading in twilight, on moving cars or while walking. 2. Choose a spot in which to do close work where the light comes over the shoulder; a. avoid casting a shadow on your writing. 3. Rest eyes frequently when tired by closing them or focusing them on distant objects. 4. Hold book or handwork in a correct position at helpful distance from the eyes. 5. Refrain from reading while lying down.

Activities

- A. Discuss the function of the eyelid, lashes and tears.
- B. Story: "Why Ned's Example Wouldn't Come Right," Dansill, page 67.
- C. Guess the meaning of the following letters: C D II R Shaded—(See the two eyes are shaded).
- D. Discuss possible trouble that causes a child's eye to burn.
- E. Problem: Let children adjust and readjust window shades to appreciate good lighting. Discuss the results of their experimentation.

SIXTH GRADE

Eyes—A pupil should know:

- A. Importance of sight.
- B. Ways of safeguarding sight: 1. Approach the review of essentials of eye care learned in fifth grade by pointing out to the children the similarity in construction between a human eye and a camera. Bring camera into the room. Explain that the eye operates like a camera, has a lens which focuses

the rays of light and makes a picture at the back of the eyeball. The iris is like the diaphragm in the camera, which opens or closes to let in more or less light as needed. The tiny muscles which focus the eyes on near objects become tired and may be strained if they are not rested. (Knowledge of the construction of the eyes and how they function will help the child to see need for care of his eyes.)

- C. Best kind of artificial lighting. *Health in Home and Neighborhood*, pages 196-206.

Activities

- A. Discuss the importance of perfect eyesight in certain types of occupations.
B. Plan the lighting in the living room so that it will be good for eyes as well as being artistic. Make cut-outs of good lighting schemes. Arrange table and chairs in good group for reading. Compare modern lighting systems with less hygienic ones of a few years ago.

Ears

- A. Importance of good hearing: 1. Knowledge of different parts of the ear and function of each; for example, canal of the inner ear contains wax to keep out insects and dirt. 2. Care of the ears; a, sharp objects such as hairpins should never be used in the ear; b, a soft cloth over the end of the finger will wash the ear perfectly; c, if wax becomes impacted or the hearing is otherwise impaired a doctor should be visited.

SEVENTH AND EIGHTH GRADES

Eyes and Ears

- A. Review structure and functions of the eyes and ears as taught in the fifth and sixth grades.
B. Instruct care needed when a foreign body enters the eye or ear.
(For particulars see a First Aid book.)
C. Teach defects and common diseases of the eyes, ears, and nose.

Activities

- A. Study immigration regulations in regard to eye diseases.
B. Discuss law requiring use of silver nitrate in eyes of all new-born babies.
C. Discuss laws regulating the protection of eyesight in industry.
D. Discuss sight and hearing tests that engineers, sailors, etc., must pass.
E. Read *The Seventh Game*, in *Hygeia*, June, 1929.
F. Discuss how good hearing helps us to succeed in life: 1. Helps us win games that require signals. 2. Helps us in business or in any work where we must talk to people.

General References

- The Eyesight of School Children*, Bulletin, 1919, No. 65.
Published by the Bureau of Education, Department of the Interior.
Secured from the Government Printing Office at Washington, D. C.
Helpful material on eyes can be secured from the National Committee for the Prevention of Blindness, 130 E. 22d street, New York city.

TOBACCO, ALCOHOL, AND NARCOTICS

Create an attitude of sane appreciation of the scientific findings as to results of the effect of alcohol, drugs and tobacco.

One Week Instruction

FIFTH GRADE

Health for Every Day, pages 26-28.

Specific Objectives—Teach:

- A. Effects of alcohol on the body.
B. Results from narcotic drugs: 1. What constitutes habit-forming drugs and their effect on health. 2. Patent medicine habit and the place of drugs in medicine.
C. Effect of tobacco on physical and mental development.
D. Temperance in food and drink.

Activities

- A. Study in Geography: Countries growing opium poppy and cocoa plant. Tobacco-producing section of the world.
B. Study in Civics: Obedience to laws governing alcohol, tobacco and drugs.

Reference

- Health Training in Schools*, Dansdill, pages 305-307.

MENTAL HYGIENE

Children need help in establishing right attitudes and habits of emotional and mental health. Such instruction can not be given a definite time limit but is best given by incidental instruction and opportunities for practice. Mental and emotional health depend in a great measure upon:

- A. The immediate environment, the home, the classroom, the neighborhood.
- B. The child's interest in this environment.
- C. The personalities with which he comes in contact.

Specific Objectives—Encourage children to:

- A. Have a keen interest in the world about them.
- B. Continue with a task until successfully completed.
- C. Meet disappointment bravely.
- D. Enjoy play, enjoy work.
- E. Make other people happy.
- F. Obey the rules of the group.
- G. Wait for their turns.
- H. Not to worry, but to go to work and do their best.
- I. Tell the truth at all times.
- J. Forget grudges quickly.

References

- Health for Every Day*, chapter XI.
Our Health Habits, pages 45, 103, 228, 294, 346.

LIBRARY—HEALTH AND HYGIENE

Grades	Title, author and publishers
1-2	<i>Better Health for Little Americans</i> , Lawson.
4-5	<i>Boys and Girls of Wake-Up Town</i> , Address. Ginn & Co.
1-6	<i>Chalk Talks on Health and Safety</i> , Cobb. MacMillan.
1-6	<i>Children's Book of Food Verses</i> , Gibbs. W. Barrow & Co.
4-7	<i>Health</i> , Turner and Collins. Heath Co.
7-8	<i>Health Essentials and Dress</i> , Aldinger. Ginn & Co.
6-8	<i>Health and Good Citizenship</i> , Address and Evans. Ginn & Co.
1-8	<i>Health Habit Series</i> , Burkhard, Chambers and Maroney. Lyons & Carnahan.
4-5	<i>Health and Success</i> , Address and Evans. Ginn & Co.
1-8	<i>Health Training in Schools</i> , Dansdill. Oregon Tuberculosis Assn.
1-6	<i>Healthland</i> , compiled and published by American Medical Assn.
2-3	<i>Journey to Health Land</i> , Address. Ginn & Co.
1-8	<i>Our Health Habits</i> , Whitcomb and Beveridge. Rand, McNally Co.
3-5	<i>Land of Health</i> , Hallock & Winslow. Merrill Co.
4-6	<i>Roller Bears</i> , Fox. MacMillan Co.
2-3	<i>Sunshine School</i> , Address & Bragg. Ginn & Co.
4-5	<i>Voyage of Growing Up</i> , Hallock and Turner. Heath Co.

TEACHERS' REFERENCES

Health education material may be obtained from the following organizations:

- American Child Health Association, 370 Seventh avenue, New York City, N. Y.
 Commonwealth Fund, Division of Publications, 578 Madison avenue, New York City, N. Y.
 Government publications, Superintendent of Documents, Government Printing Office, Washington, D. C.
 Metropolitan Life Insurance Company, San Francisco, Calif.
 National Dairy Council, 307 North Michigan avenue, Chicago, Ill.
 National Safety Council, 1 Park avenue, New York City, N. Y.
 Oregon Tuberculosis Association, 310 Fitzpatrick block, Portland, Ore. Publishes *Child Health*, monthly magazine for teachers. Has a variety of plays, stories and posters. Write for Literature Bulletin.
 State Board of Health, 816 Oregon building, Portland, Ore. Will supply on request state health laws, biennial report, communicable disease charts, and weekly health letters.
 Social Hygiene Society, Oregon building, Portland, Ore. Social hygiene material mailed to teacher and pupils on request. Can furnish speakers.
 Hallock, *Dramatizing Child Health*. American Child Health Ass'n.
 Hill, *The New Hygiene*. MacMillan Co.
 Joint Committee Report of Health Education. National Education Assn., Washington, D. C.
 McCollum and Simmonds, *Food, Nutrition and Health*. Lord Baltimore Press, Baltimore, Md.
 Turner, *Personal and Community Health*. Mosby Co.
 Wooten, *Health Education Procedure*. Oregon Tuberculosis Assn.
 Hygeia Magazine, American Medical Assn.

An Adaptation of the Course in Health Education for Use in Rural Schools and Schools Having More Than One Grade in a Room

MATERIAL REQUIRED

1. *Our Health Habits* (Whitcomb and Beveridge) as a reference work in the school library. (This book may be purchased through the State Library.)

2. *Health for Every Day* (Bigelow and Broadhurst) in the hands of fifth grade pupils as a supplementary reader and reference.

3. *Health in Home and Neighborhood* (Bigelow and Broadhurst) in the hands of sixth grade pupils as a supplementary reader and reference.

Since the chief value in health education lies in assisting the pupils to form habits of right living, it is obvious that pupils must constantly practice what they learn to be of benefit to their physical welfare. Morning inspection should be established as a part of the daily routine in every schoolroom.

Technical physiology has been displaced by the newer idea of healthful living, and it is the duty of the teacher to instruct all pupils, from the first to the eighth grade, inclusive, in the principles of health in order that they may have the necessary training in the care and development of the body.

Time being the most important factor to be considered in a school having several grades for one teacher, the following course is suggested:

1. Combine all the grades in the school or room and study the same topic at the same time.

2. Have one instruction period of at least 30 minutes each week for a general presentation and discussion of the topic, exclusive of the time spent daily in morning inspection.

3. The period following the opening exercises on Friday morning is, perhaps, the most desirable since pupils may utilize the week end in making collections of pictures and specimens, in research, etc.

4. In using this rearranged course, teachers should constantly refer to the complete course for reference material and for specific suggestions which have not been repeated in the abridgment.

I—SAFETY (Time, two weeks.)

Points to be stressed:

- A. Rules for crossing streets and highways.
 - B. Care of playthings and tools after use.
 - C. Sharing play apparatus with other pupils.
 - D. Danger in playing with matches and fire. How to turn in a fire alarm. What to do in case of fire.
 - E. Danger in playing on streets, highways, icy surfaces, etc.
 - F. Danger in running with pencils, etc., held in the mouth.
 - G. Knowledge and obedience of traffic rules.
 - H. Proper disposal of rubbish.
 - I. Caution in playing in or near water, especially dangerous streams.
 - J. Caution in throwing rocks or other missiles.
 - K. The purpose in keeping to the right when entering doorways, walking in halls, etc.
 - L. Danger in connection with fallen wires, electric cables, guns and dynamite caps.
 - M. Purpose of quarantine.
 - N. Simple first aid.
 - O. Caution in using public utensils.
 - P. Symptoms of common diseases.
 - Q. Immunization for small pox, diphtheria, etc.
 - R. Knowledge of the work of public agencies for safe-guarding life.
- In connection with this work the fifth grade should read *Health for Every Day*, chapter I, and the sixth grade should read *Health in Home and Neighborhood*, chapter VII.

Seat-work and outside work may be assigned at the discretion of the teacher. Posters, booklets, essays, etc., illustrating or discussing the topic may be used in connection with language, civics or other subjects. For further suggestions on activities and references see the foregoing course as planned for each grade and select such as are most suitable for the purpose.

When the study of the topic has been completed, an exhibit of the posters, etc., should be made as a unit of school work, and displayed in the schoolroom.

II—CLEANLINESS (Time, six weeks.)

The first requisite is a clean, neat schoolroom and grounds. Pupils may all help in acquiring and maintaining this condition. Carelessness should not be allowed to develop. Dirty floors should be scrubbed before oiling. Surplus oil should be removed after each application.

Personal cleanliness is logically correlated with clean environment, hence cleanliness must be a part of school life, day by day, in order that the habit may become firmly established, not only in the school but in the homes and community as well.

1—Environment

Points to be stressed:

- A. Proper care of rubbers, wraps, etc.
- B. Proper disposal of waste paper and other discarded material.
- C. Neatness of desks and arrangement of books in them and in the school library.
- D. Responsibility of each and every individual in keeping the school premises in a neat, orderly condition. (An assignment of monitorial duties will aid in keeping up the interest.)
- E. Ideal arrangement, construction and sanitation of buildings at home and in the community.
- F. Value of pure water supply and proper disposal of sewage and other waste matters.
- G. Heating and ventilation.

Health in Home and Neighborhood, chapter VI, with associated activities should be used in connection with this topic.

2—Personal Cleanliness

Points to be stressed:

- A. Washing hands after playing games, going to the toilet, doing work which soils the hands, and before eating.
- B. Keeping fingers, pencils, playthings, etc., out of the mouth.
- C. Brushing teeth twice a day.
- D. Bringing a clean handkerchief to school each day and the proper use of it.
- E. Drinking at least four glasses of water each day, one of which is to be taken before breakfast.
- F. Duty in regard to coming to school with clean hands, face, neck, ears, hair and finger-nails.
- G. Habit of regular and proper bathing and general care of the skin.
- H. Proper elimination.

Health for Every Day, chapters VII and VIII, are to be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable for the purpose.

Make a combined exhibit of the posters, pictures, essays, etc., as a unit of school work. Since schoolroom displays should be changed frequently, let this exhibit replace the one arranged on the topic of Safety previously studied.

III—NUTRITION (Time, eight weeks.)

Since food is necessary to bodily health, pupils should be taught relative values of food elements and the importance of correct habits of eating.

Points to be stressed:

- A. Milk as a food. Drink from a pint to a quart each day.
- B. Eat some fruit daily.
- C. Hot cereal for breakfast.

- D. Candy to be eaten just after meals only.
- E. Drink at least four glasses of water daily.
- F. Eat foods that require vigorous mastication.
- G. Avoid exchanging food with other pupils and food picked up from the floor, street or ground.
- H. How to eat: a. Eat slowly and chew the food well. b. Eat only clean food. c. Eat regularly. d. Be cheerful at mealtime.
- I. Preparation and care of foods: a. Why some foods are cooked. b. Why some foods are cured or canned. c. Refrigeration.
- J. Kinds of food: a. Proteins—(Muscle building and repairing. Examples: milk, cheese, eggs, meat, fish.) b. Minerals—(Bone and teeth builders. Examples: milk, fruit, vegetables.) c. Fats, sugar and starches. (Heat and energy builders. Examples: butter, fruits, bread.) d. Roughage. (Body cleansers. Examples: leafy vegetables, whole grains.) e. Vitamins. (Essential for health and growth. Examples: fresh fruits, vegetables, whole grains, milk.)
- K. Understand the meaning of calories and a balanced diet.
- L. The digestive system and its proper functioning.
- M. Methods for controlling weight. Discuss the relationship of under-weight to diseases, such as tuberculosis, colds, etc.

Health for Every Day, chapter IV and *Health in Home and Neighborhood*, chapters I and II, should be used in connection with the study of this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable for the purpose.

Make a combined exhibit of the best pictures, posters, etc., as a unit of school work and display in the schoolroom.

IV—TEETH (Time, two weeks.)

Points to be stressed:

- A. Correct use of the toothbrush. When and how. Suitable tooth paste or powder. (A solution of baking soda and table salt may be safely used for cleaning the teeth.)
- B. Care of the gums.
- C. Avoid biting hard substances and picking the teeth with pins, etc.
- D. Foods that will build and exercise the teeth, such as firm fruits and raw vegetables.
- E. Care of the six-year molars and the importance of the temporary teeth.
- F. Dental inspection at least twice a year and the repair of defective teeth.

Health for Every Day, pages 106-111, should be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable for the purpose.

Make an exhibit of the best pictures, posters, etc., as a unit of school work and display in the school room.

V—FRESH AIR AND EXERCISE (Time, two weeks.)

The chief aims of exercise are to develop perfect coordination of the nervous system with muscular activity, promote health, strength and graceful movements, to encourage proper use of energy, and to aid in socializing the pupils by promoting honesty, fair play, courtesy and obedience and respect for good government.

Competitive games may be emphasized from about the fifth grade.

Primary pupils should be permitted frequent periods for exercise and relaxation in addition to the regular intermissions.

Points to be stressed:

- A. Importance of play or exercise in the open air for three or four hours daily.
- B. Encourage out-door activities during intermissions. Pupils should not be allowed to stand or sit in the schoolroom during intermission if the weather permits out-door exercise or if a play room is available. ("Keeping in at recess" is no longer considered a mark of an efficient teacher.)
- C. Importance of changing the air in rural schoolrooms by opening windows and doors while pupils are taking out-door exercise during intermissions.
- D. Good posture habits while at play or at work.

- E. Take part in group games and emphasize fair play.
 - F. Value of fresh air and proper breathing exercises.
 - G. Why exercise is essential to health.
 - H. Proper temperature for living and sleeping rooms. How to read a thermometer.
 - I. Necessity for ventilation. Avoidance of drafts.
 - J. How air enters the body. The effects of pure and of impure air.
 - K. Changes in air caused by breathing.
 - L. Benefits of sunlight.
 - M. Recreation facilities of the neighborhood.
- Health for Every Day*, chapters II and V, and *Health in Home and Neighborhood*, chapters IV and V, should be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable for the purpose.

Make a combined exhibit of the charts, posters, pictures, etc., as a unit of school work and display in the school room.

VI—CLOTHING. (Time, one week.)

The study of this topic in the foregoing course of study as planned for the grades may be used in the rural schools.

Make a combined exhibit of the posters, kinds of materials used in clothing, pictures of costumes of other countries, etc., and display in the schoolroom.

VII—REST AND SLEEP. (Time, two weeks.)

Pupils should be taught why regular habits of rest and sleep are necessary to health.

Nervous children should be guarded against overtaking their mental and physical strength.

Points to be stressed:

- A. Ten to twelve hours of sleep each night for the growing child, varying according to age.
- B. Regular bedtime.
- C. Removal of all day-time clothing on going to bed.
- D. Kind of bed clothes and pillow.
- E. Importance of fresh air during sleep.
- F. Importance of sleeping alone, if possible.
- G. How to rest during the day, proper relaxation after strenuous exercise.
- H. Importance of a short rest period after eating.

Health for Every Day, chapter III, should be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable.

Make an exhibit of the pictures, posters, etc., as a unit of school work and display in the schoolroom.

VIII—POSTURE. (Time, two weeks.)

Good posture can be maintained only by proper habits in sitting, standing, walking and reclining.

Physical defects should be corrected whenever possible.

Points to be stressed:

- A. Good posture makes possible the best functioning of the organs of the body. Improves the personal appearance and develops poise.
- B. Frequent causes of poor posture, such as faulty food habits, irregular habits of rest, lack of exercise and fresh air, diseased tonsils, adenoids, defective eyesight, poorly adjusted seats, desks, etc.
- C. How to improve the posture by exercise, such as "chinning the bar," marking time, skipping, jumping rope, deep breathing, etc.
- D. How to sit.
- E. How to stand.
- F. How to walk.
- G. Proper reclining position.
- H. Posture test: Use a line or a pole held opposite the opening in the ear. If the posture is good the following body points will be in line: a. Opening in the ear. b. Middle of the shoulder. c. Prominence of the hips. d. Middle of the arch of the foot.
- I. How shoes and other clothing affects posture.

Health for Every Day, chapter II, should be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade and select such as are most suitable for the purpose.

Make an exhibit of the best posters, charts, etc., as a unit of school work and display in the school room.

IX—THE SENSE ORGANS. (Time, three weeks.)

Every child should be taught how to care for the organs of sense so that he may function in a way conducive to his health and happiness.

(Teachers should read the introduction to this topic as written for the grades as it applies to rural schools also.)

1—The Nose

Points to be stressed:

- A. Avoid picking the nose or putting objects in it.
- B. Clean handkerchief, its use and care.
- C. Correct way of blowing the nose by blowing gently one side at a time with the mouth open so that the air will not be forced into the middle ear.
- D. Rules to be observed in coughing and sneezing.
- E. Guard the nose against heavy blows to avoid breaks or hemorrhages.
- F. Common defects and diseases of the nose.

2—The Eyes

Points to be stressed:

- A. Proper position of head and book when reading.
- B. Keep the hands away from the eyes.
- C. Importance of proper lighting and proper position relative to the light.
- D. Avoid throwing sand or other objects that might injure the eyes of another.
- E. Danger lurking in dirty towels, wash cloths and handkerchiefs.
- F. Importance of rest for the eyes.
- G. Ways of safeguarding sight.
- H. Best kind of artificial lighting.
- I. Structure of the eye.
- J. Common defects and diseases of the eye.
- K. First aid in connection with accidents to the eye.

3—The Ears

Points to be stressed:

- A. Avoid putting objects in the ear and the use of sharp instruments in the cleaning of the ear.
- B. Avoid shouting in another's ear or hitting anyone a blow on the ear.
- C. Importance of reporting difficulty in hearing to mother or teacher immediately.
- D. Wash ears gently.
- E. Importance of good hearing.
- F. Structure and general care of the ear.
- G. Common defects and diseases of the ear.

Health for Every Day, chapter IX, and *Health in Home and Neighborhood*, pages 196-206, should be used in connection with this topic.

For suggestions on activities and references, see the foregoing course of study as planned for each grade, and select such as are most suitable for the purpose.

Make an exhibit of the material collected in the study of this topic as a unit of school work and display in the schoolroom.

X—TOBACCO, ALCOHOL AND NARCOTICS. (Time, one week.)

The rural schools should follow the outline given in the course of study as planned for the grades in the study of this topic.

XI—MENTAL HYGIENE. (Time, one week.)

The rural schools should follow the outline given in the course of study as planned for the grades in the study of this topic.

REVIEW

LANGUAGE

Prepared by:

Miss EDNA MINGUS, Oregon Normal School, Monmouth, Chairman.
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Miss MABEL E. RUSH, Assistant Principal, Central School, Newberg.

Texts: No texts for first, second, and third grades.

Jeschke, Potter and Gillett, *Oral and Written English, Lower Book*, (Revised Edition). For fourth grade, pages 1-167; for fifth grade, pages 167-317; for sixth grade, pages 317-483.

Potter, Jeschke and Gillett, *Oral and Written English, Upper Book*, (Revised Edition). For seventh grade, pages 1-207; for eighth grade, pages 207-485.

The *Time Table and Teachers' Manual*, published in connection with the lower and upper books of *Oral and Written English*, may be secured through county school superintendents.

GENERAL SUGGESTIONS

The specific purpose of language instruction may be stated briefly as the development in the pupils of the ability to give clear, orderly and grammatically correct expression to their thoughts, either in oral or in written form. Detailed goals of attainment in terms of knowledge, abilities, habits, skills and attitudes are given in connection with the material for each grade. In general the method in language should be as simple as possible. Hence the following principles and the brief discussion of each may be said to cover the main tendencies in the progressive teacher's program:

1. Emphasis upon oral composition and free discussion—the child an active, happy participant;
2. Instruction adapted to individual needs;
3. Emphasis upon a growing vocabulary;
4. Functional grammar, a small body of essentials;
5. Use of tests for teaching and standardizing;
6. Consistently increasing emphasis upon pupil judgment and responsibility.

I. As in life an individual speaks much more frequently than he writes, so in the schoolroom he should have many opportunities for free oral discussion. However, the child can not talk or write until he has something to say; ideas must be stimulated in his mind before he has any need of word symbols to express these ideas. Therefore, the everyday experiences and immediate needs of the pupil should be taken as a basis for language discussion. Thus language should be correlated with every other school subject and with every experience within the life of the child. All topics for oral and written work should be drawn from his reading, observation, conversation and other life experiences as well as from his geography, hygiene, history, nature study and other school subjects. The wise teacher will have a full oral discussion on any topic before the pupils attempt to write about it. Investigations have proved that much oral composition followed by a small amount of written work produces the most satisfactory results because the child needs not only to acquire a fund of ideas about a subject but he needs also to classify and organize these ideas by talking about them before he attempts to place them on paper.

Further, the individual child himself must be actively and happily participating in the class recitation in order to be benefited. Every pupil should be encouraged to contribute his simple sentence, paragraph or complete story. Each should feel that his own spoken or written thought is necessary to the success of the lesson. The printing or mimeographing of a pupil's work in a class or school newspaper is a great aid in developing pride in what he composes and is worth all the effort and cost involved. If, even in the study of grammar, the teacher can utilize the child's own sentences as a basis for formal study, the latter will be interested and realize that such study is something which concerns his mastery of correct expression.

II. The second general principle of method, instruction adapted to individual needs, requires that lessons be so planned that a certain minimum accomplishment may be expected from all, and in addition the brighter or more favored children may be given an opportunity to receive additional credit for extra achievement. If such a plan is followed, the bright pupils will do their best work with the enriched program and the slow, poorly prepared pupils will be able to attain satisfactory results. In this same connection some children need intensive drill on certain language errors while others do not, a fact which the thinking teacher should keep in mind when planning her drills.

III. *Emphasis upon a growing vocabulary* should be an important feature of the English work from the first grade on through the eighth. The teacher should find opportunity to develop judgment in the choice of words as she teaches pupils to express their thoughts accurately. Children should note which words in stories they read are particularly colorful or expressive and should be encouraged to try these new words in their own speaking and writing. Further, a discriminating teacher will endeavor to develop the attitude which leads children constantly to strive for the best way of saying things. Group discussions in which variety of wording and shading of meaning are stressed will aid in this training. The language texts adopted for use in this state contain numerous excellent lessons on word study.

IV. *Functional grammar*, the point of view from which grammar is taught nowadays should train pupils to appreciate the ends which the subject serves and to respect its usefulness. From the very first the study of grammar should be thought of and approached as a help in speaking and writing. The learning of its formal phases must be related directly and immediately with use. Rules are means to ends, not ends in themselves, and should be regarded as guides in common problems of expression. The teacher should emphasize that careful analytic, as well as synthetic, sentence study does help the student to understand the language of others and to correct his own spoken and written thought. The pupil should have the attitude of welcoming any new skills in language which will help him in expressing his thought more clearly, and of viewing his errors in speech or writing as matters which obscure his ideas and make it difficult for others to get his meaning. Thus grammar will appeal to him as a way of gaining new skills and learning to recognize and check his own errors. Games, contests, progress charts, etc., will help to make the subject agreeable.

V. *Intelligent use of the new type tests and scales*—see Bibliography—will aid in teaching certain phases of grammar and composition as well as in justly evaluating the attainment of pupils. Every teacher should be familiar with the common types of standardized tests and should make use of them. She should give these standardized tests at least twice during the school year. Such measurements assist her to keep her own standard stable and less dependent on her own health conditions or the weather. Tests should invariably be followed by adequate remedial treatment.

Good typical tests, as well as helpful suggestions for others, are given in *Oral and Written English*, Potter, Jeschke and Gillett, the state texts. Also teachers can learn to make their own true-false, completion, and multiple choice tests and can, through the results, determine how well pupils have mastered the material taught and where emphasis needs to be placed to secure more satisfactory results. Every pupil should know what he is doing and why he is doing it in a particular way. With these facts firmly fixed in mind the standardized tests, or any special checking devices will enable teachers and pupils to measure progress.

VI. The last principle, the placing of *increasing emphasis upon pupil judgment and responsibility*, may be practiced in various ways. One of the most effective of these is the training of children in the habit of self-criticism regarding their own speaking and writing. Some teachers, with their pupils, have

worked out scales for composition similar to those in Sheridan, *Speaking and Writing English*, and Mahoney, *Standards in English*. When the children help to make the scale, they are better fitted to criticize their own work and that of their classmates. The process of making the scale is valuable in that it builds up standards in the minds of pupils rather than sets before them a model someone has made.

The reading of each other's written work also promotes a habit of self-criticism. The class discussion of a composition written on the board often furnishes the right atmosphere for constructive criticism. Such a procedure promotes a desire for growth in effectiveness of expression and a consideration for the viewpoint of others.

The practice of giving permanent form to written work is helpful in developing pupil judgment and responsibility. In this connection a class newspaper may be used, for practically every phase of composition with its accompanying technicalities may be taught through articles prepared for the newspaper. Valuable training is afforded in organization, criticism, cooperation and responsibility. The paper may be mimeographed, or, if the school does not have a mimeograph machine, a hectograph may be used. (A recipe for making a hectograph is given in *Schoolroom Activities and Equipment*, Knox.)

The making of a class story book, or a record book to preserve interesting subject matter in science, history, or geography is another means of giving permanent form to pupils' work. (Directions for making such books may be found in the *Teacher's Manual—Children's Own Readers*, Pennall and Cusack, Books II and III.)

The planning and presentation of an informal program is another means of strengthening pupil responsibility and judgment. All numbers for the program should be the outgrowth of class work, e. g., poems memorized, compositions both oral and written, dramatization, etc. The selection of material for the program calls for careful evaluation and judgment.

Teachers will, of course, realize that the above brief treatment of method is very general and applies to all grades. More definite and specific suggestions are given in the work for each particular grade.

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FIRST GRADE

(Many adaptations have been made here from "*The Teaching of English*," the State Course of Study in English for New Jersey.)

I. OBJECTIVES OF ENGLISH IN TERMS OF PUPIL OUTCOMES TO BE ATTAINED BY END OF FIRST YEAR

A. Knowledge

1. That thought should be expressed in clear sentences, either orally or in writing.
2. That thought may be expressed in either prose or poetry.
3. That speech can be made more effective though correcting some common errors in forms and pronunciations and through learning new words.
4. That language is more effective if one speaks clearly and in a pleasant way.

5. Knowledge of the meaning of the following as found in reading or in written work formulated by the group and dictated to the teacher.
 - a. The period or the question mark at the end of the sentence.
 - b. Capitalization of the pronoun I, the names of persons, and the first word of every sentence.
 - c. Knowledge of the proper etiquette to be observed when one person wishes to speak at the same time as another.

B. Abilities, habits and skills

1. Ability to take part in group discussions or compositions, by expressing a thought in a complete sentence.
2. Ability to recognize and correct the common errors in usage stressed during the year.
3. Ability to speak distinctly and clearly enough to be heard by the person farthest away in the group.
4. Ability to carry a simple message and to follow a direction.
5. Ability to organize a story into the logical sequence of its parts by reproducing or dramatizing it.
6. Ability to write correctly, his own name.
7. Ability to find rhyming words in a poem.
8. Ability to make oral reports, of two or three sentences, about an interesting experience or observation.
9. Ability, by the more advanced group, to write a short, simple sentence, a label for an exhibit, or a very simple note.

C. Attitudes

1. A desire to have something to say and to be able to say it well.
2. A desire to take his place in the group and work with others.
3. A desire to listen and to speak courteously.
4. A desire to speak correctly at all times.

II. SUBJECT MATTER AND ACTIVITIES—Informal Oral Composition

- A. Class Organization**—When the children have become a bit accustomed to school, the language class may organize; i. e., elect a chairman, who will preside for a week and who will appoint committees; e. g., to look after the bird, the flowers, the hall, etc. Many topics listed below for conversation lessons will be used in this organization. Further, if the class wishes to give a program, this organization may make plans for such entertainment and carry them through. The children should be taught how to hold an election. This should be very simple—perhaps voting by standing or by showing of hands. They should be taught how to put a motion after addressing the chairman, how to report if members of committees and how to adjourn a meeting.

- B. Topics for conversation and discussion**—The topics listed here include many from subjects other than language and show how the materials of nature study, hygiene, geography, civics, history may be used for language practice.

1. Experiences; a. Real—trip child has taken or some school excursion.
b. Vicarious—children of other lands (geography lessons).
2. Common Objects: The flag (civics), experiments, birds, animals (nature study).
3. Imaginative or Make-Believe Discussions: e. g., two books talk of the different treatment they have received, one left upside down in the rain, the other well cared for. Also original stories from magazine pictures; e. g., negro, watermelon, policeman.
4. Giving directions or marking plans. To give a good lesson one must:
 1. Speak in clear, definite sentences.
 2. Eliminate *and's*, *so's*, *why's*.
 3. Stand erect and speak loudly enough to be heard.
 4. Make use of all correct forms used in speech correction drills.
 5. Build vocabulary.

- C. Lists**—Of safety rules dictated by children. Of people who do things for us. Of flowers and fruits we know.

- D. Dramatization**—Of stories and fables.

- E. Reproduction of stories**

NOTE—This is not to be classed under free expression since it emphasizes the memory factor. It does not develop original thought but does train in idea of logical sequence.

F. Rhymes

Examples:

1. Pronouncing words in pairs and asking which rhyme—fun, bun; fall, tall; ball, hat.
2. Making riddles with addition of the rhyming element: I live in the sky. My name rhymes with far. What am I?
3. Rhymed sentences. Teacher selects a list of phonetic words. She copies on the blackboard a few sentences and lets the pupils complete

others: B is for ball, C is for call, H is for h—, F is for f—, W is for w—, etc. Teacher writes these on board and then they can be added to newspaper or later copied in record books marked *Original Rhymes*. By end of year children may copy some of these. This affords drill on capitals and small letters; copying and spelling two common words "is" and "for"; using capital and period in writing statements.

- G. **Standards for criticism and consideration of conversation lessons.** These should be developed by the teacher through class discussion, should be written on board by her. When children set their own standards they are much more likely to strive to reach them than when the standards are merely teacher-made. Some teachers copy them on a chart to which reference is made after each individual child's recitation is given. For example:

1. Speak in clear, definite sentences.
2. Eliminate *and's, so's, why's*.
3. Stand erect and speak loud enough to be heard.
4. Make use of all correct forms used in speech correction drills.
5. Build vocabulary.

- H. **Preparation for written work**—Sentences may be dictated by the children and written by the teacher. This provides drill in working together, in making complete sentences, in stating sentences in clearer, more accurate ways and in seeing the use of capitals and punctuation. It also impresses the child with a real need for written expression and makes him desirous of gaining the ability for himself.

1. Seasonal greetings. Examples: Merry Christmas, Happy Birthday. These may be practiced on the board by the more advanced group, then copied for use in real situations.
2. Letters and Invitations. These may be birthday greetings, letters to a sick child, invitations, thanks, or letter making a request. They are dictated by the children, written on the board by the teacher, then copied by the teacher in form for use. They should be very short and informal. Examples: Written on a birthday card:

Dear Billy:

We wish you a happy birthday.
The First Grade.

Dear Miss Blank:

May we please use the victrola on Friday afternoon? We want to play a game.

The First Grade.

3. Labels—Lists: (a) For an exhibit table. (b) Of things to do that day. (c) Of properties for plays.

III. PROCEDURE

"If the school is to furnish effective language exercise it must make a generous provision for free social intercourse and for worthwhile childish activities which call for consultation, discussion, inquiry, explanations, reports and other practical responses."—*The Classroom Teacher*.

- A. **Develop sentence sense orally** through the use of the sentence to express the child's own thought. Commend the use of a good sentence by a child in giving a direction, or making an explanation to other children. Definite suggestions and type lessons may be found in *Language Training*, Bryce. Excellent suggestions for activities and units of work are given in the *Denver Course of Study in Language*.
- B. **Beginning written language**—Individual efforts: Written language must begin with the child's real need for written expression. If he brings an interesting object he may write the label for it or tell from what place it came. Greetings and invitations grow out of situations which have real writing needs.
- C. **Correction of errors of speech**—Incorrect habits are not so firmly fixed now as in later grades, and if they are ever broken, definite work must be begun here. In the first attempts at expression pupils should not be interrupted for correction. When a pupil has finished the teacher may, in a quiet way, suggest the correct form, perhaps say, "Could you say it this way?" Later, as the child becomes less self-conscious, the correct form may be quietly substituted so that the child may use it as he is speaking. Children should be let to see why we do not wish to use certain expressions, and all enlisted in a plan of attack on a given number of errors, taken one at a time. Keep the play spirit; make a game of it, but be sure the children know what they are trying to do and whether or not they are succeeding. Also teach how to give and take criticism in a courteous way. Language games which use the accepted form are valuable in that they train the ear to recognize and expect the correct form, but games should be carefully evaluated. Those which are stilted and unreal, or those using expressions not

appropriate to the grade, should be discarded, and only those used which are enough like real life that habits and attitudes which they build may carry over to situations outside the classroom. For suggestions for games see bibliography. Success in the correction of errors depends upon interest, repetition, and constant attention in all phases of school work. Not all errors can be corrected at once; new language habits can not be acquired in large doses. A few of the most flagrant errors should be selected for elimination and the work built up step by step. The following are suggested for first grade: aint; I seen; me and John; I done. For drill in pronunciation: ketch; gimme. Teachers should supplement this by errors most noticeable in their class.

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SECOND GRADE

(About four-fifths oral.)

I. OBJECTIVES TO BE ATTAINED BY THE END OF SECOND YEAR

A. Knowledge

1. A growing speaking and writing vocabulary.
2. A growing knowledge of how to express a thought in a complete, interesting sentence.
3. A knowledge of how to make requests in a polite manner and of how to express appreciation of a favor.
4. Knowledge of the technicalities necessary for the written work of this grade.

B. Abilities, habits and skills

1. Ability to express at least three original sentences in sequence upon a topic of individual or class interest.
2. A growing ability to keep to the point in discussions and conversations.
3. Ability to give and take simple directions.
4. Ability to speak clearly and distinctly in a pleasing tone of voice.
5. Ability to distinguish between an asking and a telling sentence.
6. Ability to compose and write correctly, short sentences for bulletin board, class newspaper, etc.
7. Ability to take simple dictation involving the technicalities learned thus far.
8. Ability to contribute to, and to help organize, group compositions.
9. Ability to copy correctly a short paragraph or poem.
10. Ability to answer simple, definite, written questions in complete sentences.
11. Growing ability of pupil to criticize his own work.
12. Ability to correct a given number of speech errors.
13. Improved habits of pronunciation and enunciation.
14. Ability to use the following technicalities in written work.
 - (1) Capitalization: Add to those mentioned in first grade the following uses: Names of people, pets, school, city, state; names of days of the week; of the month; of important holidays as they occur during the year.
 - (2) Punctuation: (a) Period at end of sentence that tells something; after abbreviations; e.g., Mr., Mrs.; (b) comma to separate parts of a date; (c) question mark at the end of an interrogative sentence.
 - (3) Arrangement: (a) Proper margins—two fingers width from left side of paper, for indentation, one finger width from margin; title of composition on first line, body begins on third line. (b) Form for simple social letter. (c) Heading for papers consisting of name and date on all written work.

C. Attitudes

1. A desire to be thoughtful of the feelings of others when listening, making decisions, making criticisms, etc.
2. A desire to make oneself intelligible by means of correct speech and clear thinking.
3. A growing desire to attain fluency in written expression, especially in letter writing.
4. A desire to attain the technical skills necessary for written expression.
5. A desire to attain neatness and accuracy in written work.

II. SUBJECT MATTER AND ACTIVITIES

NOTE—Not all these suggestions are suitable for every class or situation; they are suggestions only to be adapted to need and ability.

A. Class organization—See same topic in First Grade Language.

B. Conversations and discussions

NOTE—These should be based upon the content of all subjects of the curriculum. Teachers carrying on special projects or activities should use subject matter relative to their work.

1. From history—(a) Special holidays: Preparation of projects; e.g., Washington's birthday; (b) planning, reporting on excursions taken by class.
2. From hygiene—(a) Personal cleanliness; (b) correct posture; (c) proper sleep; (d) fresh air, etc.
3. From nature study—(a) Plants. (b) Animals; home pets, bird friends. (c) Air, land, water; changes of temperature, directions of winds, land and water forms in vicinity.
4. From literature—Stories poems, etc., related to a child's own life experience.
5. From civics—(a) School duties—in the hall, on the playgrounds, in the schoolroom. (b) Safety; traffic rules, crossing streets, use of playground apparatus, fire prevention. (c) Thrift; school savings, care of school supplies and property, care of personal belongings.

NOTE—See standards for criticism and consideration of conversation lessons under outline for first grade.

C. Plans and rules

These should be worked out by the children and dictated to the teacher who will copy them on the board. The children will see, and may direct as to correct form, and will learn to accept the best sentences and to arrange them in logical order. Copies may be posted for reference if occasion warrants it, or individual copies may be made for children to keep. Examples: Plans for decorating our Christmas tree. Plans for our Hallowe'en party. A list of rules for care of library books. Rules for a paper drive. Permanent rules may be kept as records.

D. Lists and records

Originated by the pupils and dictated to the teacher to be written on the board. Later this may be copied for a record book if they are of sufficient value. Many books for the reading table should be made during the year. (See suggestions for such work under "General Suggestions.") By working together expression will be improved and corrected. These records must be interesting; be stated in such a way that the reader will want to know what happened; and be something of value to others if recorded; not personal.

Such lists and records will teach practical use of spelling, capitalization, etc., but these should not be dragged in merely for drill. Examples: List of wild flowers found in April. List of sounds different animals make; as, "lion's roar, sheep's bleat", etc. Record of how to care for seeds so that they will sprout under glass. Record of how to care for frog eggs so that they may develop into tadpoles. Interesting facts about Japanese children.

E. Labels and signs

Dictated by children after discussion of need. Examples: Labels for an exhibit. Signs such as: "Study with your eyes, not with your lips."

F. Speeches, reports and announcements

These should be discussed and planned. They should be kept short; be made in a courteous way; be clearly stated; be interesting. Children may show how they think reports or announcements should begin and practice giving some which are to be made outside the classroom. Two children may go together to deliver a message. Examples: A few short sentences about an article in an exhibit, or for a program. An announcement. An invitation. Report of a committee, or report by one pupil on a special topic assigned him.

G. Newspapers

Early in the year items may be written on the board from pupil dictation. The items must be kept short; must be interesting to all; must be given in concrete wording. Later children may write their own items so that they may be ready for the day the paper is published. Original rhymes, pictures, etc., may be added and announcements included.

H. Letter writing

Practical uses for this easily present themselves, such as letters to absent or sick children, invitations, letters of request, thanks, etc. The form used should be that used in the adopted text, e. g.:

Blanktown, Oregon

April 20, 1929

Dear First Grade:

We liked the bookmarks you made for us very much. We are going to use them in our library books. We all thank you.

Your friends.

The Second Grade

Envelope address:

The First Grade

Blanktown

Oregon

Short individual letters should be written after considerable practice in composite work.

I. Rhymes

Children enjoy making original rhymes. The teacher may give the first line, "The blue, blue sky", and then help the children select words that rhyme with the final word, as *my, try, fly, high*; etc. Have children close their eyes and make a mental picture of the sky; then let them tell suggestions for a completion of the rhyme, e. g.: The blue, blue sky. The birds that fly. (See Bryce's *Language Training* for suggestions; also, *Denver Course of Study in Language*.) Children also enjoy making alphabet rhyme books and health jingles using the same plan. Examples:

B is for bear, so big and brown.

He lives in the mountains far from town.

OT

A is for apples, sweet and red.

B is for butter and also for bread.

J. Reproduction and dramatization of stories

Reproduction of stories affords practice in using good sentences and develops the idea of logical sequence. Dramatization is natural and a delight to children. It affords opportunity for planning and organizing, and for working with others. It gives the child a fuller understanding and appreciation of the situations in the story and of the emotions of the characters. Stories for dramatization should be full of action and conversation and told in simple language. Speeches should not be memorized. Crude dramatizations of many stories are more beneficial than a few finished productions. Suggested steps in dramatization: Make the children thoroughly familiar with the story. List the important scenes and the actions for each scene. List the characters. Discuss the conversation which accompanies each action. Let different children show how they think various parts should be acted. Allow class to choose a cast of characters. Let different groups act out story. Be sure those who need an opportunity have a chance. Use scenery and costumes only on special occasions. Let some child introduce the different scenes, using what explanation is necessary.

K. Correction of common errors

Read suggestions in first grade; these apply equally well to second grade. Train the children to the idea that we are working to improve our speech at all times, not merely in the classroom. Give them something definite to work for and a way in which they may judge their own improvement. For accustoming the ear to correct forms language games are good. The following are suggested: I come; my brother, he; where is it at; learn for teach; drew for drew. Any others particularly noticeable in your community.

For drill in pronunciation: jst; git; gonna; hunderd. Good suggestions and lists for pronunciation and enunciation drills may be found in *Language Training* by Bryce and in the third grade text of the adopted series.

III. PROCEDURE

Read suggestions for *Procedure* under the first grade work. The ability to carry on group *activities* should increase in the second grade as the children grow in command of language. The teacher must provide real, life-like situations which create an actual need for knowledge, skill, and ability in composition. Projects or units of work may be planned which call for many forms of expression and include a diversity of activities. Children who are composing a real letter to be sent, making plans for an exhibit, preparing a program to be given, come to see for themselves where they need instruction and drill along certain lines. They are then ready to profit by training and to take pleasure in measuring their increased ability.

Certain technical forms, as those listed under "B," must be made practically habitual before the child is ready to produce much original written work. The teacher can easily evolve her own plans for drill, remembering always the following rules:

- (a) Make the exercise as interesting as possible to the end that attention may be effortless and recollection pleasant.
 - (b) Use only material for which there is real need.
 - (c) Drill systematically, regularly, and enthusiastically.
 - (d) Employ pupil self-correction.
 - (e) Individualize drill as much as possible.
 - (f) Remember that technicalities are not an end in themselves.
- See *Bibliography* under outline for first grade work.

THIRD GRADE

(About four-fifths oral.)

I. OBJECTIVES TO BE ATTAINED BY END OF THIRD YEAR

A. Knowledge

1. Knowledge of the grade standards as to the use of clear, complete sentences, pronunciation, correct forms, posture in speaking before the class.
2. A growing speaking and writing vocabulary.
3. A growing consciousness that standards of language are made by accepted usage.
4. Knowledge of the technicalities necessary for written work of the grade.

B. Abilities, habits, skills

1. The growing ability to relate an experience or observation interestingly and correctly, using three or four clear-cut sentences and keeping to the point.
2. A growing skill in choosing varied and interesting beginning and closing sentences.
3. Ability to distinguish a sentence from a group of related words.
4. Ability to correct a given number of speech errors.
5. Ability to write answers to simple, definite questions, when technical difficulties are provided for.
6. Ability to take simple dictation containing technicalities learned thus far.
7. Ability after oral preparation to write a few related sentences, using paragraph form.
8. Ability to copy a short selection of prose or poetry correctly.
9. Ability on part of each pupil to correct his own written work using standards formulated by class.
10. A habit of looking over his own written work for the purpose of detecting errors.
11. A habit of asking or looking up the spelling of words.
12. Habits of good posture and correct usage in speaking and writing.
13. Improved habits of enunciation and pronunciation.
14. Ability to use the following technicalities, in addition to those mastered in second grade, with a small percentage of errors: a. Capitalization—Initials; important words in a title; common holidays; names of streets, towns, states and countries, as need for them occurs in the child's work. b. Punctuation—Periods after initials and abbreviations; colon after greeting in a letter; exclamation point after exclamatory sentence. c. Form—Paragraph form, margins; form for simple social letter and envelope address to correspond; uniform heading of paper for all written work. d. Other technicalities—How to divide a word at the end of a line; use of "an" before word beginning with vowel sound, and "a" before sound of consonants. e. Contractions—Use and spelling of the following, many of which will be learned in spelling lessons: I'm, I'll, isn't, aren't, can't, don't, doesn't, haven't, hadn't, wouldn't, won't, wasn't. f. Homonyms, and words confused because of similar sound—to, too, two; their, there; knew, new; know, no; off, of; our, are; an, and. g. Abbreviations—Mr.; Mrs.; St.; Ore.; any others for which need arises.

C. Attitudes

1. A desire to tell or write something interesting to his audience and himself.
2. A desire to use correct speech.
3. A desire for neatness and accuracy in written work.
4. A desire to attain more ability in oral and written work.
5. A greater willingness to accept criticism.

II. SUBJECT MATTER AND ACTIVITIES

A. Sources of material

All school life and the environment of the child, as well as the whole school curriculum, provide material for many language lessons. Material must be

familiar to the children and must be based upon experiences common to a large majority of the class. There must be an exchange of ideas which is fundamental to conversation. Such material may be found in:

1. Home life—playmates, animals, helpfulness at home.
2. Community life—behavior in public places, ways of helping street, fire and health departments.
3. School life—need of new playground apparatus; enjoyment of a motion picture; a new game.
4. Other school subjects—geography, nature study, etc.
5. The seasons.
6. Dramatization—one of the best sources for oral composition because it is natural. Ideas are discussed, discarded, changed, accepted and tried out in planning a piece of dramatization.

B. Activities

Activities in which the child is interested make an excellent basis for language work:

1. Class organization. (See outline for first grade.)
2. Making of original stories based on pictures.
3. Telling of stories from point of view of one of the characters.
4. Planning an informal program.
5. Individual work from instructions written by the teacher. (See *Language Garden*. Howard, Hawthorne and Howard.)
6. Making of original fables.
7. Making of original poems, riddles, plays.
8. Conversations based on trips, observations, etc.
9. Planning the class newspaper.
10. Writing of friendly letters, invitations.
11. Making history or geography booklets.

C. Speech correction

1. The use of correct forms must be practiced: On the playground; in daily speech; in other studies.
2. Read carefully the suggestions under first and second grade outlines.
3. Bear in mind that the aim is to build up habits of good speech, and that the first and most important requisite is the desire for correct speech.
4. Continued use of games will accustom the ear to correct forms and provide practice in their use; constant watchfulness will make the pupil conscious of his errors; something definite to work toward and a way of measuring his own success will bring a sense of satisfaction in achievement.
5. Devices which keep all working together as against a common enemy, or helping each other to attain a certain goal, carry over into outside life better than contests between teams or devices which penalize pupils for errors made.
6. Some suggestions for creating sentiment in favor of correct speech may be found in the *Guide to American Better Speech Week*. Many good suggestions for games, and drills in correct form and pronunciation, may be found in *Open Door Language Series* and *Better English for Beginners*. (See bibliography.)
7. Drill on forms stressed in first and second grades must be kept up. The following are suggested for third grade, to be taken up in order most needed and supplemented by errors most noticeable in community. Errors of form: Have saw; have did; come for came; was and were used interchangeably; this here or that there; have got for have; have went; them for those; went added unnecessarily as, "My mother she went and made me a new dress." Pronunciation: Ast or ask for asked; are for our; agin for again; didja for did you; putcha for put you; letcha for let you, etc.; wy for why; wen for when; ware for where; in for ing on end of words.

(Bibliography given in first grade outline.)

D. Mechanics of written composition

These points of form should be taught so thoroughly as to make them matters of automatic control. The following should be mastered in this grade:

1. Capitals to be taught or reviewed: a. Review work of previous grades. b. Proper names. c. Initials. d. Important words in titles. e. First word of each line of poetry. f. First word of salutation and closing phrases of the letter.
2. Punctuation to be taught or reviewed: a. Period at end of statement. b. Period after initials, abbreviations. c. Question mark at close of interrogative sentence.
3. Language facts—Recognition of the sentence—statement, question.
4. Abbreviations—see *Abilities*, 14 g.
5. Letter form.

III. PROCEDURE

A. Oral work

Oral composition should be a natural process. The improvement of informal talks such as the child makes at his home or with his playmates is the first step in developing power. From this the transition to more formal work is a natural one. In all oral work the child must think before he begins to talk and must strive to develop a feeling for order, unity and the sentence sense. Poorly organized talking is an indication of poorly organized thinking. A unit of work in geography; e.g., the study of silk or of cotton, may be used as the basis for a number of talks which may be practiced with class criticism and later given as a program for another grade or for a group of mothers. A moving picture reel is another bit of motivation for speeches which delight any class. (Directions for making such a "film" are given in *Education Through Manual Activities*, Weacking. Trees native to the community, birds of the season and animal pictures also are interesting.

B. Written work

The basic requirement of written work is that children shall have a desire to write. In this grade there should be no required written work which has not been thoroughly discussed in class. Through such preparation the choice of words will be widened, the vocabulary enriched, the arrangement of ideas improved. Difficult words may be written on the board so that poor spelling habits may be avoided. Some differentiation of topics in recognition of different types of mentality should be planned for third grade pupils; i. e., the imaginative or creative type prefers certain subject-matter to which the practical matter-of-fact, unimaginative child does not respond at all. (See *Psychology*, Gates.)

C. Emphasize in both oral and written work a set of standards for each which should be developed by the teacher from the class. The child should be encouraged to apply these items to his own work independently. (The more advanced group should be able to do so). When pupils are really interested in trying to eliminate their own errors, they will progress rapidly. Find ways to measure their progress in a concrete way which will enable each child to see what improvement he has made. Make an achievement chart similar to the following:

Achievement Chart	Heading	Margin	Neatness	Capitals	Periods	Spelling	Legibility	Complete Sentences
Mary Lewis	XX			XXX				X
John Smith	XXX	X	X					XX
James Jones	X	X		XXX		X		X

D. Dictation

There is much value in dictation provided the material is contributed by the children from their own thoughts and experiences. Such material should be written on the board so that the children may have an opportunity to study it for thought, spelling and punctuation. It can then be erased and dictated to the group. This is perhaps the most effective way to fix habits of correct capitalization and punctuation.

BIBLIOGRAPHY. (See outline for First Grade.)

FOURTH GRADE

(Three-fourths oral)

Text: Jeschke, Potter, and Gillett, *Oral and Written English*, pages 1-167.

I. OBJECTIVES TO BE ATTAINED BY THE END OF THE FOURTH YEAR

A. Knowledge

1. Recognition of the sentence as the expression of a complete thought.
2. A growing vocabulary.
3. Commonly accepted social letter form.
4. Technicalities required for written work in this grade.

B. Abilities, Habits, Skills

1. Ability to stand before the class and express in five or six connected sentences pupil's thought on a topic in which he is interested.
2. Habitual use of correct forms of speech taught thus far.
3. Skills in correct pronunciation and clear enunciation.
4. Ability to discriminate in choice of words.
5. Ability to talk freely in all recitations.
6. Ability to write a simple letter in good form.
7. Ability to use, as needed, a dictionary and a table of contents.
8. Ability to write a composition of four or five well-constructed sentences in paragraph form, with good opening and closing sentences.

C. Attitudes

1. Desire to have something to say that will inform or entertain the hearer or reader, and desire to say it effectively.
2. Critical attitude toward his own work and that of classmates.
3. Satisfaction in the use of correct forms in oral and written language.

II. SUBJECT MATTER AND ACTIVITIES

Text: Jeschke, Potter, and Gillett—*Oral and Written English*, Lower Book (Revised Edition), pages 1-82 for the first half of the year and 82-167 for the second half.

A. Topics

The inexperienced teacher is advised to follow the text rather carefully. The teacher of experience will, of course, wish to supplement the subject matter and activities suggested in the text by topics of her own selection drawn from the home life, school and community interests of the children, their recreations, reading, etc. Projects may be worked out which afford practical employment of almost every phase of language learning included in the objectives for the grade.

B. Correct Usage

If expedient, the correct usage drills in the text should be changed to fit the particular needs of the class. Persistent repetition of correct forms of expression is absolutely essential in order to weed out errors and make good speech habitual. Completion exercises, games, drills and direct criticism are all means to the desired end.

C. Letter Writing

Much attention is given to letter writing in this grade. The children should have a great deal of practice in the writing of short letters of four or five sentences. Letters are the only form of written composition that many people use. Keep a model on the board for study of the form. This is purely technical work and is a good exercise in copying and dictation until every part has been mastered. It must be remembered, of course, that letters should be real letters growing out of an actual need in the child's own experience.

III. PROCEDURE

- A. Although the greater part of the language work in the fourth grade is oral, about one-fourth of the time is given to written work. It is a time for careful oral preparation for written work, since the children are still more or less handicapped because of lack of skill in the mechanics of written composition. Talking in sentences that express the thought clearly should be emphasized. Good usable exercises for drill in sentence sense are given in the adopted text. Sheridan's *Speaking and Writing English* also gives many useful devices for training in the sentence sense. Continued reference to the list or chart of standards for oral composition, developed by the teacher and the class, will help to establish a knowledge of such standards in the pupil's mind.

Written work should come in response to a felt need, such as communication, sharing, recording and preserving. It may take the form of letters; invitations; a diary; a journal; a record for nature study, history or geography. The newspaper may be used here, as well as earlier, as a motivating agent for language work. Again the writing of riddles stimulates the children's thoughts, strengthens the *sentence sense*, promotes orderly thinking and trains in good arrangement of papers and neatness.

- B. The independent work of this grade should be limited to the one paragraph composition of five or six well-organized sentences. (The more advanced group in the class will often write longer paragraphs). The use of the outline or plan sentence which is mentioned by Leonard in *English Composition as a Social Problem* aids in good construction. When the child has done the best he can, he should read his paper over carefully with the standards for writing as a guide and correct all possible errors in punctuation, etc. From time to time different members of the class may read their compositions for class criticism. Occasionally the teacher reads to the class and encourages the members to make comments. Perhaps she may read certain sentences asking why they are good or how they might be improved. The teacher's attitude should always be one of encouragement.

Frequently let the children estimate their own compositions using some such list of items as the following: (1) spelling, (2) period, (3) capitals, (4) interesting beginning and closing sentences, (5) heading, (6) incomplete sentences. These errors should be recorded on the chart mentioned under *Procedure* in the outline for third grade work.

Composition scales, mentioned above under *General Suggestions*, may be worked out by children in this grade. Such work will do much toward encouraging careful and effective writing. The use of standardized tests is urged as highly desirable for the discovery of language errors.

BIBLIOGRAPHY

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English Composition as a social problem, Leonard.
Self-Cultivation in English, Palmer.
Teaching of English, Klapper.
Tests and Scales—
 Public School Publishing Co., Bloomington, Illinois.
 World Book Co., Western Address: 100-104 Fifth Street, Portland, Oregon.
 Bureau of Publication, Teachers College, Columbia University, New York.

FIFTH GRADE

(Three-fifths oral.)

Since the fourth grade pupils of school year 1928-1929 own the Jeschke, Potter and Gillett, *Oral and Written English*, Book I, 1917 edition, as fifth grade pupils during school year 1929-1930, they will continue to use the old book and will follow the course of study issued in 1927.

Text: Jeschke, Potter and Gillett—*Oral and Written English*, Lower Book (Revised Edition), pages 167-317.

I. OBJECTIVES TO BE ATTAINED BY THE END OF THE FIFTH YEAR'S WORK**A. Knowledge**

1. Of correct form for written composition, the friendly letter and the simple business letter.
2. Of three kinds of sentences, the statement, the question, the exclamatory sentence.
3. Of paragraph structure.
4. Of the standards for oral and written composition as set up by the grade.

B. Abilities, Habits, Skills

1. Ability to stand before the group and give an oral composition of five to seven sentences speaking with clear tones and good enunciation.
2. Ability to select single topic and to relate the sentences in the paragraph to this topic.
3. Habit of speaking in complete sentences.
4. Ability to use an interesting beginning sentence and a fitting closing sentence.
5. Increasing skill in the use of varied arrangement of words and phrases.
6. Ability to write a social letter or simple business letter correctly and effectively.
7. Ability to write an original composition of five to seven sentences and to apply independently the items for self-criticism.
8. Ability to use the dictionary intelligently.
9. Habit of being constructive when criticizing the work of others.
10. Ability to observe correctly the simple forms of politeness.

C. Attitudes

1. Desire on part of the individual and the class to work for elimination of errors.
2. Appreciation of the value of contributions made by others.
3. Desire on the part of each individual to contribute to the class the experience and knowledge gleaned from his environment.

II. SUBJECT MATTER AND ACTIVITIES

Text: Jeschke, Potter and Gillett—*Oral and Written English*, Lower Book (Revised Edition), pages 167-243 for first half of the year; pages 243 to 317 (Lessons 112-133) for last half. Text in hands of pupils. See note under *Subject Matter* in Outline for Fourth Grade.

- A. Of course the teacher may add freely to the work of the text, supplementing it and adapting the material to the needs of her class. True language training is giving skill in self-expression, the expression of the pupil's own thoughts, his own feelings, his own way of looking at things. He must, however, be led to realize that he has something to say and the teacher must establish such an atmosphere that he will have a real desire to communicate this something. Some activities which promote expression include the following:

1. Conversation and writing about topics of current or seasonal interests.
2. Travel and field trips.
3. Dramatizations.

4. Writing of original poetry; e. g., Delights of life out-of-doors in Oregon.
 5. Illustrated talks—See *Film* under *Procedure* in Outline for Third Grade.
 6. Club activities; e. g., A Civics Club.
 7. Making posters.
 8. Correspondence—Through the Junior Red Cross or the Letter Box in *St. Nicholas Magazine* children will find opportunity to write to children of other lands.
 9. Correction and criticism of work.
 10. Making books; e. g., *People of Far Away* (descriptions and pictures).
- B. **Word Building**
1. New words.
 2. Synonyms.
 3. Word derivation.
- C. **Correct Usage and Drills on Sentence Sense**—(See outline for Fourth Grade.)

III. PROCEDURE

In both oral and written composition stress good opening sentences. It is essential to see that pupils correct a few mistakes at a time so that during a month they will master certain correct forms. A chart showing the grade requirements in technical English and manuscript forms may be posted on the blackboard or bulletin board. With this help pupils may revise much of their own work. It is well occasionally to set up immediate goals such as:

- a. This week we shall try to have perfect spelling in all our papers.
- b. This week we shall attempt to make smooth interesting sentences.
- c. This week we shall work for better choice of words.

The pupils should be taught to criticize intelligently and to correct their classmates' compositions. The teacher should stress that favorable comments are also helpful. The value of dictation and copying is to be noted in testing and fixing certain technicalities, such as periods, capitals, question marks, paragraphing and letter forms. Both dictation and copying are valuable in fixing correct form because the child's attention is centered on form, not on content.

BIBLIOGRAPHY (See Bibliography for Fourth Grade.)

SIXTH GRADE

(Three-fifths oral work.)

Since the fifth grade pupils of school year 1928-1929 own the Jeschke, Potter and Gillett, *Oral and Written English*, Book I, 1917 edition, as sixth grade pupils during school year 1929-1930, they will continue to use the old book and will follow the course of study issued in 1927.

Text: Jeschke, Potter and Gillett, *Oral and Written English*, Lower Book (Revised Edition) pages 317-483

I. OBJECTIVES TO BE ATTAINED BY THE END OF THE SIXTH YEAR'S WORK

A. Knowledge

1. Of the essentials of a good business or social letter.
2. Of letter, outline, manuscript, and sentence form.
3. Of correct usages in speech and writing.

B. Abilities, Habits, Skills

1. Ability to give an oral composition of one effective, well-organized paragraph on one phase of a subject.
2. Increasing skill in making sentences varied and interesting.
3. Ability to write an original composition or letter of five to seven clear sentences and to apply the items for self-criticism independently.
4. Habit of proof reading written work.
5. Habit of seeking drill exercises for habitual errors.
6. Ability to use the dictionary with speed and accuracy.
7. Ability to make simple outline to precede composition.
8. Habitual recognition and use of complete sentences in distinction from the comma or clause sentence.

C. Attitudes

1. Desire to be correct for the sake of clarifying the message to be conveyed.
2. Desire to take responsibilities which entail opportunities for speaking.
3. Desire to receive criticism and use it for improvement.
4. Desire to be fair-minded in judgment of the work of others.
5. Pride in workmanship.

II. SUBJECT MATTER AND ACTIVITIES

Text: Jeschke, Potter and Gillett, *Oral and Written English*, Lower Book (Revised Edition). Book to be in hands of the pupils. Pages 317-400 for first half of the year; Pages 400-483 for last half.

- A. The activities of sixth grade pupils are very important to them. Swimming, skating, football, baseball, motion pictures, events in the schoolroom and on the playground—all are interesting. In these the teacher has an opportunity to vitalize oral and written composition with an appreciative audience.

Some of the following may be used:

1. Making an ending for a story.
2. Telling an experience from another point of view.
3. Making a play from a story.
4. Making reports—A child may be class reporter at a game or on the playground.
5. Making a magazine or newspaper.
6. Making a history or science notebook; a joke book.
7. Making outlines for social activities.

- B. Correct Usage Forms (See text.)

C. Grammar

1. Verbs—pages 415-418.
2. Adverbs—pages 428-430, 435, 440.
3. Adjectives—pages 406, 408, 440.
4. Nouns—pages 342, 379, 380.
5. Pronouns—pages 446-450.
6. Conjunctions, Interjections, Prepositions—pages 460, 470, 454.
7. Subject and predicate—pages 342-344, 380.

III. PROCEDURE

- A. Models are frequently helpful in the work in oral and written composition. From study of the model a plan of a story may be evolved:

1. Opening sentence—who, when, where.
2. Events leading to a climax.
3. Climax.
4. Conclusion—should be very brief.

Choice of words may also be studied from the model. An original story following the model is, of course, the next logical step. Check this original work carefully with the standards listed for such material. Let the children know the objectives toward which they are working. Select one or two goals for emphasis each time. Check also for form and neatness in the case of written work.

B. Correct Usage

Review forms most needed by your special class. The pupils that do not have a particular speech problem may enjoy making drills for those who have the need.

C. Grammar

The teaching of grammar should at all times be connected with the skills the child is desiring to attain. He should see that skill in recognizing sentences is increased by sighting the parts of a sentence; that the interest of his sentence grows through the use of vivid and forceful verbs and the command of suitable adjectives and adverbs: that his sentence becomes more pleasing to the ear when he varies the position of his subject or begins with a prepositional phrase or with the constructions that follow *as, when, since, before*. It is helpful before taking up any part of speech to give children the idea that every word in a sentence has a particular kind of work to do for the sentence.

Supply varied and interesting exercises for the application of the discovered rule or principle; as:

A relay race for recognition of nouns.

A hunt for vivid verbs to replace the word *went* in the sentence, "He went down the street."

Game of matching adjectives and nouns.

BIBLIOGRAPHY (See Bibliography under Outline for Fourth Grade.)

SEVENTH GRADE

(Composition, Grammar)

Text: Potter, Jeschke, Gillett—*Oral and Written English*, Upper Book (Revised Edition), pages 1-207.

I. OBJECTIVES OF ATTAINMENT.**ORAL AND WRITTEN COMPOSITION****A. Knowledge**

1. Knowledge of the elements that make a good speech or written theme:
 - a. Live topic. b. Good opening sentence. c. Variety in sentence structure. d. Keeping to the point. e. Vivid words. f. Strong ending.
2. Knowledge of outlining.
3. Knowledge of sentence structure.
4. Knowledge of letter forms.
5. Knowledge of manuscript form.

B. Abilities, Habits, Skills in Composition

1. Habit of speaking or writing complete sentences.
2. Development of bodily poise in speaking.
3. Ability to write short letters, book reports, explanations, etc., as the ability of the pupils warrants.
4. Ability to take dictation correctly.
5. Habit of detecting and correcting errors.

C. Attitudes in Composition

1. Initiative in contributing his information and experience to the class.
2. Willingness to accept criticism and to have his work evaluated.
3. Desire to have work represent his best effort.
4. Spontaneity in expression.
5. An earnest working for enlarged vocabulary.

GRAMMAR**A. Knowledge of**

1. Classification of sentences.
2. Parts of speech.
3. Essentials of the sentence—predicate word, object.
4. Modifiers: a. Adjectives. b. Adjective phrases, Adjective clauses. c. Adverbs. d. Adverbial phrases and clauses.
5. Structure of sentences—simple, complex, compound.

B. Abilities, Habits, Skills in Grammar

1. Ability to use knowledge of grammar in speaking and writing.
2. Habit of applying knowledge of grammar to his own errors.

C. Attitudes in Grammar

1. Appreciation of the help grammar may give to a person in speaking and writing correctly.
2. Feeling of the fitness of correct grammatical forms.

II. SUBJECT MATTER AND ACTIVITIES

Text: Potter, Jeschke, Gillett—*Oral and Written English*, Upper Book (Revised Edition). First half of the year, pages 1-96; last half, pages 96-207. Text in hands of the pupils.

A. Composition

Supplement the work suggested in the text wherever the particular class seems to need more or other material. The English work of this grade should be devoted to practical training that will meet the needs of the particular child. Individual differences should be recognized. Plan for sufficient variety in the topics selected to include fields of interest that are both real and imaginary; e. g.:

1. Personal experiences.
2. Interesting events, local or national.
3. Directions and explanations.
4. Stories—Dramatizations.
5. Creative work (for those who can do more than the minimum): a. Completing stories. b. Original poems. c. Geography or literature record books with illustrated scenes.
6. School newspaper reports.

B. Grammar (See list of topics under *Objectives in Grammar* above.)

III. PROCEDURE**A. Composition**

Tests, working charts and a record card system will aid the teacher in measuring the ability and progress of her pupils. The summary in the

text at the close of each chapter gives a bird's-eye view of the material treated in that chapter, a device which may be helpful to the teacher who is planning a test.

For the pupil who has difficulty with the language emphasize the simple sentence. Teach sentence variety to the superior pupil by making use of the three-sentence method. Ask him to write a simple sentence about some activity; then tell him to write a compound sentence that will give information about the activity discussed in the first sentence. Call for a complex sentence that will give additional information about the same topic. In this way the pupil has a variety of sentence structure. It may seem difficult at first, but it is helpful.

Stress the importance of carefully planned outlines as a basis for good composition.

The themes in the seventh grade should not be too long. A short paragraph, five or six sentences, affords opportunity to judge the pupil's ability in organizing material, in developing a complete thought and in writing grammatically correct sentences. It also gives evidence of the pupil's knowledge of rules of punctuation, spelling, grammar and of manuscript form. The suggestions in the text for *Group Exercises* and for *Self-Criticism* in the correction of themes will be found very helpful, if one follows the directions there literally and carefully.

B. Grammar

From the very first grammar should be spoken of and taught in terms of its service. For instance, in teaching the appositive construction one may (1) teach by illustration its punctuation; (2) show by illustration its effect on the case form of the pronoun; (3) mention by way of application passages in literature where a knowledge of this construction helps the reader and hearer better to enjoy the selection, as in the first stanza of *America*. This point of view is emphasized again and again in the text by exercises which call for application of grammatical facts.

Grammar teachers will need to check results rather often and in various ways. The following plans have been found successful:

1. Members of the class notice and correct errors made by members. This helps to create a *Grammar Sense*.
2. The teacher keeps a record of days in which no grammatical errors are made by the class.
3. The teacher uses standardized tests such as the following: a. *Diagnostic Test in English* by Pressy; Public School Publ. Co., Bloomington, Ill. b. *Trabue Completion Test in Language*; Indiana University. c. *Cross English Test*; World Book Co., 154 East Erie street, Chicago, Ill. d. *Diagnostic Language and Grammar Test*, Grades 7 and 8. Charters; University of Illinois.

For a statement on diagramming see Outline for Eighth Grade.

Note also *Time Standards for Drill in Correct Use* in this outline.

BIBLIOGRAPHY

- Bolenius, *Lessons in Everyday English*.
 Cooley, *Language Teaching in the Grades*.
 Hawley, *Teaching English in the Junior High School*.
 Mearns, *Creative Youth*.
 Webster and Smith, *Teaching English in Junior High School*.
 Woolbert and Weaver, *Better Speech*.

EIGHTH GRADE

(Composition, Grammar)

Since the seventh grade pupils of school year 1928-1929 own the Potter, Jeschke and Gillett *Oral and Written English*, Book II, 1926 edition, as eighth grade pupils during school year 1929-1930, they will continue to use the old book and will follow the course of study issued in 1927.

Texts: Potter, Jeschke, Gillett, *Oral and Written English*. Upper Book (Revised Edition), pages 207-485.

I. OBJECTIVES OF ATTAINMENT

- A. In Composition. The standards set up in detail for the seventh grade apply to eighth grade as well. There should, of course, be improvement in the achievement which pupils of the eighth grade are able to make. Their knowledge of achievements should be more definite; their abilities, habits, and skill more advanced and more habitual; and their attitudes should show a greater permanence.

- B. In Grammar. Eighth grade pupils should have sufficient mastery of the materials under *Subject Matter* to insure recognition of the various forms of language listed there, both in expressing their own thoughts or in listening to or reading the words of others.

II. SUBJECT MATTER

Texts: Potter, Jeschke, Gillett, *Oral and Written English*, Upper Book (Revised Edition), pages 207-356 for first half of the year, pages 356-485 for the last half.

The editors of the book have taken pains to present the topics as clearly as possible; therefore it would be wise, particularly for the inexperienced teacher, to follow the book rather closely.

- A. Stress especially the following grammatical material. (See Seventh Grade outline for the topics previously studied.) The lists here are not always in the order of the text; use whatever order seems best:

1. Nouns: a. Kinds. b. Number. c. Gender. d. Case—This should be so taught as to help in proper use of pronoun forms. e. Parsing.
2. Pronouns: a. Kinds—personal, interrogative, relative, adjective, intensive and reflexive. b. Number. c. Gender. d. Case—Emphasize the fact that the person, number and gender of pronouns are determined by their antecedents, but that their case is determined by their use in the sentence. e. Parsing.
3. Verbs: a. Kinds—irregular, transitive, intransitive, linking, impersonal, auxiliary. b. Person and number. c. Tense. d. Voice. e. Mood. f. Principal parts. g. Participles, page 466. h. Gerunds, page 470. i. Infinitives, page 475.

NOTE—Greater emphasis should be placed upon correct form in sentences than upon conjugations and synopses.

4. Adjectives: a. Classes. b. Comparison. c. Choice (continue attention to proper choice of adjectives and adverbs.) Criticism and evaluation of advertisements of automobiles, circuses, etc. as to their choice of adjectives and adverbs. d. Parsing.
5. Adverbs: a. Classes. b. Comparison. c. Uses. d. Parsing.
6. Prepositions—recognition of a phrase as a unit.
7. Conjunctions.
8. Interjections.
9. Clauses: a. Principal, dependent. b. Kinds of dependent clauses—adjective, adverbial, substantive. c. Clause connectives (conjunctions, relative pronouns, relative adverbs).
10. Phrases: a. Prepositional phrase. b. Verb phrase.

III. PROCEDURE

- A. **Composition.** The keynote of oral work should be the contribution by the pupils of interesting informative material. Pupils who write with some facility and skill may well be encouraged to produce compositions involving problems of paragraphing and simple problems of exposition and argument. On the other hand, all that can be secured from some pupils is the recognition of simple sentences in familiar surroundings; e. g., in a letter of application. Attention must be given, in this grade, to the acquisition of the power of self-criticism. Here is where grammar, if properly taught, will bear fruit.
- B. **Grammar.** The *Time-Table and Teacher's Manual* to accompany the adopted text contains many helpful and useful suggestions for the use of the book and for additional exercises and material. The careful reading of it is earnestly recommended. It may be secured free from county school superintendents.
- C. **Diagramming of Sentences.** The subject of diagramming has been much discussed. In this age of visual appeal in all phases of teaching the moderate use of diagramming seems logical. One should always remember, however, that it is merely a means to an end and not an end in itself. It is, of course, a graphic presentation of relationships in the sentence and as such is an aid in the understanding of the sentence and in the writing of other sentences. Always make clear to children that its purpose is to indicate relationships. For example, teach the meaning of the word *modifier* (that it changes or limits the meaning of the word to which it belongs) and it will then seem reasonable that modifiers are written on diagonal lines in diagramming. A complete set of diagrams for every conceivable construction may be found in the *Time-Table* mentioned above. The time standards for Correct Usage Drills which are given in this *Time-Table* are also helpful.

SPELLING

Prepared by the following committee, all of whom are connected with the Astoria city schools:

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Texts: No text for first grade.

McCall Speller, Book I. For second grade, pages 2-10; for third grade, pages 11-20; for fourth grade, pages 22-40; for fifth grade, pages 42-59.

McCall Speller, Book II. For sixth grade, pages 62-79; for seventh grade, pages 82-99; for eighth grade, pages 102-119.

The Laidlaw Test and Exercise Book in Spelling is recommended for use in grades four to eight. This takes the place of a spelling blank. Price 16 cents.

OBJECTIVES

The following are the objectives in spelling taken from the Fourth Yearbook of the Department of Superintendence:

1. To make automatic the accepted sequence of letters in words most commonly needed for expression of thought in writing.
2. To develop the meaning and use of words to be spelled. The development of the meaning and use of words may involve the meaning and uses given in the dictionary, but it is preferable to clarify and to build up the meaning and uses upon the basis of the child's own experience.
3. To develop what is termed a "spelling consciousness," i.e., the ability to recognize almost instantly the correct and incorrect spelling of words.
4. To develop a "spelling conscience." This "spelling conscience" may be referred to as an ardent purpose or desire to spell correctly, or, as an ideal of correct spelling. This conscience is annoyed by incorrect spelling and is satisfied only with correct spelling.
5. To develop a technique for the study of spelling. This technique involves the application of an effective method of learning how to attack and master the sequence of letters in the given word, the method of diagnosing sources of errors in the spelling of specific words, the knowledge of how to use the dictionary in finding the pronunciation, meaning and correct spelling of unfamiliar words, the knowledge of what to do when in doubt concerning the spelling of a word, and the application of a few inductive rules governing the correct spelling of words.

PRINCIPLES OF METHOD

I. Social utility is the basis of spelling

A. Learn words commonly used.

B. Classify these words according to grade.

1. Grade words according to difficulty.

2. Grade according to the vocabulary of the particular grade.

C. Discover the most economical method of learning words.

1. Test-study method is approved by modern authorities.

2. There is little profit in oral spelling, since writing duplicates life conditions.

3. Supervised study is superior to unsupervised: a. Not more than 15 minutes a day are needed for study and recitation together. b. Authorities agree that it is better to spend time in fixing correct spelling habits than in learning rules.

4. Methods suitable for the good speller are also applicable to the poor speller, according to investigation. a. Insist upon careful spelling in all written work. b. The emphasis in the presentation of a word should be upon the visual imagery rather than upon the auditory. c. It is practically useless to underline the "difficult spots" in words presented to any group of children. The difficult spot for one individual may not be the difficult spot for another.
5. The following method has been found efficient: a. Pronounce the word carefully. b. Recall again with closed eyes. c. Open your eyes and make sure that you are able to recall the correct spelling. d. Recall again, with closed eyes, how the word looked. e. Check again with the correct form. f. When you feel sure that you have learned the word, write it without looking at the book and then check with the correct form.

II. The development of the meaning and use of words

A. The teacher may develop the meaning before testing.

1. Use words in sentences to avoid confusion between words that sound alike. (Exception is made, of course, in words which are obviously familiar to the students.)

METHOD

- I. Test all words before teaching.
- II. Let each child work only on the words that are difficult for him. Give him a definite method of learning them.
- III. Provide for vigorous reviews.
- IV. Show the pupil his progress daily, weekly, monthly and yearly.
- V. Keep up interest.

TECHNIQUE OF TEACHING AND STUDY

The following plan is suggested for a five-day cycle of teaching and study based on the test and study method:

First Day. The teacher will pronounce the first word in the week's lesson while the children look closely and listen carefully. The children will then pronounce. Follow the same plan with each word in the list for the week. The children are now ready to write. The teacher will use the first word in a sentence, and then pronounce the word by itself. She will do the same with all words in the list.

Second Day. Have supervised individual study on words misspelled on the first day's test. Where a number of pupils have missed the same word, it may be taught to the group, by calling attention to the silent letters or other difficulties in the word.

Third Day. Give a second test on the list of words for the week. This test is for everybody.

Fourth Day. Require each pupil to study individually the words he misspelled in the third day's test.

Fifth Day. Without preliminary study at this class period, give a test on the words had on the first day and the third day of this same week.

The teacher should become familiar with all suggestions and instructions found in the adopted book.

It seems to be the experience of those who have used the *McCall Speller* that the number of words in the textbooks is not sufficient to challenge the best efforts of the pupils in the various grades. It is urged that teachers teach the additional words listed under each grade.

It would be much better to teach an additional number of words than to spend much time on attempting to learn the number of rules given on the right-hand pages of the spelling book. A suggestion is made that any derivations to be taught be taught directly by the teacher, by placing the word on the board.

Laidlaw Brothers, Chicago Publishers of the McCall Spellers, will furnish free of charge for each pupil, "*The McCall Speller—Record Card*," for each grade. Secure these directly from the county school superintendent. Read carefully the instructions on "*How to Mark Your Score*," given on the back of the card. Note that the black line given as the standard score for the grade is the standard for the first day's grade. The standard to be attained by the pupils for the fifth day's score should be 100 per cent. The cards are very helpful and should be in the hands of each pupil in each grade.

Each pupil should have a spelling blank in which he may keep a list of all words missed during the year. (Laidlaw Brothers publish a blank based upon the *McCall Spellers* which may be secured for 16c each.)

AIMS FOR THE PRIMARY GRADES

1. To give pupils ability to spell correctly words in their own writing vocabularies.
2. To teach them the technique of study.
3. To cause them to form the habit of pronouncing correctly words in their own reading and speaking vocabularies.

The test-study method of procedure for all grades is especially the task of the teacher in the three lower grades. The children in these grades should be guided to study by the test-study method, so that when they reach the fourth grade they can undertake the independent study of words as the book suggests.

It is a good plan to have each pupil show that he understands the method of study by illustrating it before the class.

FIRST GRADE

Spelling in the Lower First Grade is not a distinct subject, but it is taught in connection with the teaching of reading.

Emphasis should be placed upon recognizing the forms of words, pronouncing words, and copying words on the blackboard.

The best possible preparation for spelling is thoughtful, intelligent drill in phonics.

Children in the Lower First should be able to write and spell their own names.

In the Upper First, children should first be trained to give the sounds of the letters and to write the symbols on the blackboard, after which they should be taught the names of the letters.

Before a child is asked to spell orally, he should be absolutely sure of every letter in the alphabet and before he is given a dictated spelling lesson he should be able to write any letter of the alphabet from dictation.

METHOD OF PROCEDURE IN FIRST GRADE

- First Day, Upper First
- Words on board.
- Teacher pronounces word.
- Children repeat.
- Use word in sentence.

Pronounce word again.
 Spell orally, writing word in air.
 Close eyes and see word in mind's eye.
 Open eyes and look at word again.
 Write word on paper.
 Look at board for correction.
 Cover word and write again.
 Write word five times.

Second Day

Words missed by many pupils on board.
 Same method as first day.
 Child studies other words missed by himself.

Third Day

Pronounce all words from board.
 Write words and give sentences.

Fourth Day

Study words individually that are missed on third day.

Fifth Day

Pronounce all words from board. Write all words and sentences. Any words missed on the fifth day are kept for review lesson at end of the month.

The following words and sentences are suggested for use during the last six weeks of the first year, as the *McCall Speller* is first used in the second grade:

(1)	(2)	(3)	(4)	(5)	(6)
a	ain	all	red	of	she
an	and	ball	bed	old	this
at	can	we	it	on	yes
cat	man	pet	is	run	out
mat	ran	get	in	may	men
hat	to	met	tin	let	little
see	play	toy	win	her	home
my	sun	was	are	hen	give
look	tag	will	I	fun	for
me	wag	big	no	doll	did
so	sit	be	not	girl	day
tap	do	the	one	come	baby
rap	us	by	his	boy	have
you	with	lie	him	good	has
up	yes	top	dog	bird	had
Look at me. Do you see? A man is big. It is his dog. The girl is good. The baby is little.					
See my hat. Sit with me. He can see the I am in bed. It is her doll. This is her home.					
		ball.			

SECOND GRADE

Text: *McCall Speller*, Book I, pages 2 to 10, inclusive

The list of words given below for the second grade is to supplement the list given in the *McCall Speller* for the second grade:

add	bush	dark	fifteen	hatch	kill
band	buzz	dive	flag	head	kite
barking	careful	drag	flower	hearing	kitten
barn	chart	drinking	fly	helping	kitty
basket	chest	drum	found	hide	knife
hoil	child	drying	fourteen	hill	laid
bowl	chop	duck	freeze	himself	lamb
brave	church	each	fresh	hit	lame
brick	comb	eleven	frying	hide	lazy
bringing	cow	elf	ground	hump	leaves
broom	cross	eight	grind	hungry	lifting
brown	crow	eighteen	gun	ice	long
buggy	crying	farmer	hang	isn't	looking
bump	dare	fence	hark	jumping	loud

marching	nice	pine	rust	smile	tall
mash	nineteen	plant	sailing	soup	tame
match	nose	playing	saying	spring	thank
mate	o'clock	post	says	stand	thirteen
meadow	open	pretty	seventeen	star	till
meat	owl	pump	sharp	step	tore
merry	pack	quack	shirt	still	trying
mice	paper	queen	shook	stone	turkey
mitten	peanut	queer	sick	stove	way
moon	park	quiet	sixteen	strong	watch
month	pencil	reading	skate	sweep	weed
must	pen	robin	sky	swing	
nearly	piece	rush	sleeping	swinging	

THIRD GRADE

Text: *McCall Speller*, Book I, pages 11 to 20, inclusive

The list of words given below for the third grade is to supplement the list given in the *McCall Speller* for the third grade:

April	care	finger	Mrs.	rap	swim
age	cloud	fellow	minute	rip	Sunday
again	coal	grandmother	month	riding	Saturday
anyway	corner	guess	nothing	river	third
asked	change	getting	number	suit	throw
answer	chain	gather	neat	ship	teacher
asleep	calf	herself	night	storm	twelve
bought	clothes	hundred	outside	slow	think
behind	clear	half	oil	something	train
board	called	help	often	slide	trick
brought	choose	help	orange	spell	threw
break	children	hadn't	page	study	turn
brush	doctor	I've	people	slip	twenty
birthday	don't	iron	point	sheet	thought
brave	dress	July	porch	spelling	taken
block	drink	June	picture	sew	Tuesday
born	duck	knife	pocket	shake	Thursday
blind	dishes	knock	pillow	scold	Wednesday
bone	easy	knee	peach	son	without
bulld	earn	lace	pound	store	woods
blew	early	lady	place	sure	wool
bought	egg	lead	quick	scare	white
branch	enough	living	round	string	war
bigger	finish	look	rope	sugar	while
country	follow	laugh	running	sheep	wheel
clear	front	learn	ready	soap	yesterday
corn	Friday	Monday	race	since	listen
caught	fruit	money	roof	straw	later
	friend	Mr.	reading	south	

FOURTH GRADE

Text: *McCall Speller*, Book I, pages 22 to 40, inclusive*The Laidlaw Test and Exercise Book in Spelling* is recommended for use as spelling blank. Price 16 cents.The list of words given below for the fourth grade is to supplement the list given in the *McCall Speller* for the fourth grade:

1st Week	7th Week	14th Week	21st Week	28th Week	31st Week
1. out	1. bread	1. valley	1. pupil	1. sentence	1. faster
2. stout	2. thread	2. canal	2. example	2. several	2. forward
3. shout	3. fire	3. ocean	3. problem	3. church	3. heavy
4. sprout	4. tire	4. mining	4. perhaps	4. promise	4. weigh
5. doubt	5. wire	5. factory	5. perfect	5. present	5. coal
2d Week	8th Week	15th Week	22d Week	27th Week	33d Week
1. field	1. swallow	1. December	1. measure	1. money	1. forest
2. chief	2. sparrow	2. holiday	2. pleasure	2. worth	2. polite
3. thief	3. square	3. Christmas	3. whisper	3. afraid	3. toward
4. hero	4. smooth	4. turkey	4. whistle	4. almost	4. tongue
5. zero	5. different	5. evergreen	5. enjoy	5. already	5. idea
3d Week	10th Week	17th Week	23d Week	29th Week	34th Week
1. our	1. down	1. climate	1. question	1. music	1. because
2. scour	2. town	2. cloudy	2. remember	2. obey	2. surface
3. flour	3. crowd	3. gentle	3. beautiful	3. idle	3. dozen
4. wait	4. grazing	4. either	4. yesterday	4. mistake	4. fraction
5. strait	5. pasture	5. neither	5. quiet	5. animal	5. whole
5th Week	11th Week	18th Week	25th Week	30th Week	35th Week
1. flew	1. seasons	1. window	1. recess	1. noise	1. circus
2. drew	2. spring	2. shadow	2. receive	2. silent	2. suppose
3. chew	3. summer	3. travel	3. recite	3. future	3. suggest
4. dairy	4. autumn	4. gravel	4. circle	4. picture	4. succeed
5. fairy	5. winter	5. level	5. titles	5. surely	5. vacation
6th Week	13th Week	19th Week			
1. leather	1. breakfast	1. vegetable			
2. feather	2. dinner	2. onion			
3. weather	3. supper	3. potato			
4. flower	4. healthy	4. tomato			
5. shower	5. wealthy	5. orchard			

FIFTH GRADE

Text: *McCall Speller*, Book I, pages 42-59, inclusive*The Laidlaw Test and Exercise Book in Spelling* is recommended for use as spelling blank. Price 16 cents.The list of words given below for the fifth grade is to supplement the list given in the *McCall Speller* for the fifth grade. Review special spelling drills of grades three and four; in addition teach the following words:

advance	cheese	every	just	principal	sweater
alarm	Christmas	examine	kitchen	promise	tailor
although	church	fancy	laughed	queer	Thanksgiving
ambulance	clerk	favorite	laundry	rather	their
angel	coconut	fever	lawyer	really	there
appear	coffee	fifth	lettuce	remain	tired
attention	collect	final	loose	rude	to-night
automobile	coming	folks	mail	scissors	tough
awful	concert	forest	mason	sea	traveler
bacon	cotton	forgive	maybe	season	truth
bakery	could	fourth	mighty	secret	used
beaten	couple	fraction	mixture	sense	usual
became	coward	friend	much	sentence	verse
beneath	danger	furnish	narrow	sewer	view
biscuit	describe	generous	none	shepherd	village
brought	different	guide	northern	shoes	waste
bruise	distinct	handkerchief	ocean	sincerely	Wednesday
business	does	haul	o'clock	size	which
buy	early	hoarse	orphan	spread	wife
canary	echo	hoping	passenger	state	wonderful
cannot	edge	indeed	pity	straight	woolen
capital	envelope	injure	poetry	succeed	wound
careless	equator	instead	potatoes	suggest	wrestle
cement	errand	janitor	pour	suit	writing
chance	especially	journey	preserve	suppose	yeast

SIXTH GRADE

Text: *McCall Speller*, Book II, pages 62 to 79, inclusive

The Laidlaw Test and Exercise Book in Spelling is recommended for use as spelling blank. Price 16 cents.

The list of words given below for the sixth grade is to supplement the list given in the *McCall Speller* for the sixth grade:

absent	catalogue	grammar	order	receipt	telegraph
acquaintance	change	guilty	opinion	region	theater
advice	clear	importance	original	relative	thought
arrival	coal	impossible	parent	repair	tobacco
assistance	decision	imagine	pattern	request	travel
avenue	dictionary	increase	photograph	revenge	union
accident	due	innocent	police	rural	unable
advertise	dough	iron	possibly	scarce	usually
afraid	entertain	juice	precious	scholar	valuable
although	earnest	knowledge	pretty	sensible	value
aunt	engineer	liquor	produce	shepherd	variety
balance	envelope	luncheon	purpose	source	visitor
beauty	except	magazine	particular	square	volume
brief	expensive	material	pavement	stomach	wander
biscuit	failure	measure	physical	stupid	wealth
border	famous	message	plan	supply	weigh
bruise	fierce	mosquito	political	scene	worry
capital	fortunate	museum	power	season	weight
certain	furnace	mere	principal	shine	wire
chauffeur	finally	natural	prison	silver	wildth
circle	freight	national	punish	spend	wearry
comfort	further	newspaper	pursue	spoil	wreck
conductor	foreign	neglect	quotation	steady	welcome
continue	genuine	nervous	really	strength	wharf
creature	guest	obedient	refer	student	yellow
curtain	gasoline	odor	result	temperature	
calendar	gingham	oblige	review	thorough	

SEVENTH GRADE

Text: *McCall Speller*, Book II, pages 82 to 99, inclusive

The Laidlaw Test and Exercise Book in Spelling is recommended for use as spelling blank. Price 16 cents.

The list of words given below for the seventh grade is to supplement the list given in the *McCall Speller* for the seventh grade:

woman	attendant	beefsteak	niece	urge	grippe
November	attorney	intensely	disobedient	worthy	shortage
cheerful	companies	alien	perspiration	studying	tendency
mixture	confident	assassin	pedal	politics	tragedy
oysters	signature	campaign	medal	splendid	fate
peace	suggest	circumference	religious	evidently	legal
weather	suitable	discipline	persevere	dependent	council
personal	sympathy	economical	loyalty	sirup	assistance
address	temperature	embarrass	macaroni	candidate	accepted
canoe	salary	inauguration	heroine	luxury	attendance
clothes	volume	independent	college	medium	across
creature	ventilate	lieutenant	eclipse	rabbits	system
curtain	agreement	mileage	cantaloupe	rainfall	patent
distance	century	moccasin	abbreviation	luncheon	excess
double	chief	ordinarily	peevish	horrible	justify
holiday	glimpse	particularly	official	orchestra	recently
reprove	injuriously	strenuous	sirloin	associated	ambition
shining	treasury	terror	enthusiasm	fertilizers	sacrifice
surface	yacht	pler	ornament	legislation	gorgeous
waist	forfeit	believe	repetition	possession	decision
usual	thermometer	deceit	distribute	curiosity	delicious
guest	genuine	receipt	confusion	substitute	ridiculous
obtain	hesitate	grief	various	remittance	recommendation
escape	sculptor	priest	surplus	corporation	curious
oblige	frontier	thief	compel	professional	pamphlets

EIGHTH GRADE

Text: *McCall Speller*, Book II, pages 102 to 119, inclusive

The *Laidlaw Test and Exercise Book in Spelling* is recommended for use as spelling blank. Price 16 cents.

The list of words given below for the eighth grade is to supplement the list given in the *McCall Speller* for the eighth grade:

cereal	complementary	literal	collars	historical
coarse	especial	ancient	lunatic	debt
extremely	competition	reproach	misspell	adopted
imagine	financial	statistics	rein	gingham
mysterious	franchise	militia	courageous	dramatic
antique	traceable	ivory	martyr	specified
consequence	chivalry	heathen	fascinate	cistern
foreigners	diminish	hindrance	reign	articles
architecture	equally	supreme	gases	convince
associates	majesty	wrought	cousin	associate
beneficial	simplified	visible	installation	compliment
development	abbreviate	mountainous	opposed	separately
employees	reparations	aching	universe	experiment
intelligent	commercial	refusal	regretting	opinions
peculiar	approximately	movable	reservation	treasure
decision	hospitable	ferocious	pause	carpenter
accuracy	hundredth	manila	maximum	inventory
mulch	pronunciation	sense	violent	missionary
surgeon	mathematics	dining	statutes	solutions
thoroughly	beautifully	hoping	equipped	serious
acquaintance	thirteenth	sincerely	existence	strait
mischievous	vallant	induce	epidemic	picnicked
municipal	falsehood	chronic	disappoint	procedure
persistence	climbed	anticipate	politician	sufficiently
vaguely	caravan	dignified	satisfactory	specified
appendicitis	calamity	review	probably	comfortably
souvenir	acceptable	cocoon	definitely	algebra
inflammable	fourth	rhyme	angel	preparedness
poultry	typical	livelihood	clause	proficiency
voluntary	generally	gradually	amendment	orchestra

"ONE HUNDRED SPELLING DEMONS"—(Jones)

The following is a splendid list for special drill:

which	here	seems	says	though	won't
their	write	Tuesday	having	coming	cough
there	writing	wear	just	early	piece
separate	heard	answer	doctor	instead	raise
don't	does	two	whether	easy	ache
meant	once	too	believe	every	read
friend	would	ready	knew	through	said
business	since	forty	laid	they	hoarse
many	can't	hour	tear	half	shoes
some	sure	trouble	choose	break	to-night
been	loose	among	tired	buy	wrote
used	lose	busy	grammar	again	enough
always	Wednesday	built	minute	very	truly
where	country	color	any	none	straight
women	February	making	much	week	sugar
done	know	dear	beginning	often	
hear	could	guess	blue	whole	

GAMES AND CONTESTS TO TEACH SPELLING

- Posters.** At the beginning of the month have your art class make a set of posters (paper cutting) adapted to the season. No pasting is done at the time. The teacher keeps the cut-outs and fills in the posters for perfect spelling lessons. For Thanksgiving a bowl or basket can be filled with fruit or vegetables. For Christmas a stocking or a sleigh is filled with toys. For February start with a cherry twig and add round, red cherries, or use hatchets or hearts. For Easter start with a colored basket and fill with colored eggs, or start with a hen and add baby chicks. A vase of red and white carnations, a bowl of violets, a box of tulips, a basket of flowers, are all appreciated. In the spring use puppies, kittens, bunnies, calves, lambs, colts or birds. A glance at the children's posters will show everyone what is being done in spelling. Try this and be convinced that it is a wonderful incentive for good work.
- A guessing game for oral spelling.** Let one child (the guesser) leave the room. Another is selected by the teacher to write a word on the board. After all have seen it, the word is erased and the guesser returns and says: "Is it milk—m-i-l-k?" Class all together: "No, it is not milk—m-i-l-k." Guesser: "Is it salt—s-a-l-t?" Class: "Yes, it is salt—s-a-l-t."
- Writing in the air.** Let pupils write the words in the air, or with the rubber end of their pencils on their desks. Ask them to close their eyes and see if they can tell which word you are writing on the board. (Do this with force so that the chalk talks.)
- Bringing letters.** Check your spelling words and note the letters of the alphabet used. Give each child a letter, making sure all letters are given out. Each one can have two if it proves necessary. Name some word in the spelling lesson to be spelled by the children. At the word "Ready" up steps a child bearing the first letter and so on to the end of the word.
- A journey around the world.** The names of six large cities are written upon each blackboard about the room. New York, London, Paris, Rome, and Calcutta may be used. The best spellers are stationed at these cities and are called ticket agents. Each holds in his hand a card containing five words which the little traveler must spell in order to pass to the next city.
- Pussy wants a corner.** The class remains seated, each desk becoming a "corner." The teacher counts out the one to be pussy. Three words are pronounced to each pupil in turn. If a pupil misses a word, pussy tries it, and if he spells it correctly he exchanges places with the child who missed it. He is pussy until he also manages to secure a corner.
- Dropping the handkerchief.** An oral spelling game of which children are very fond is something like "Dropping the Handkerchief." The children form a ring. The one pronounces the words and drops a handkerchief behind a child. When a child misses a word, he goes into the "mush-pot." He must stay there until he can spell a word which someone else has missed and then he becomes "it." The teacher may hear again all those who have been in the "mush-pot."
- Anagrams.** The letters which compose some word are placed on the board, but not in the right order. The players try to arrange the letters in the right order. The one doing so first wins. A hint of the word may be given, as by telling that it is the name of a fruit or some object on the table. This game may be played with or without cardboard letters.
- Sleep drill.** After the words are all written on the board ask the class to go to sleep. Then quickly erase a word, and call on someone to give the word and write it.
- Word relay.** The teacher selects a word which she announces to the class. At the signal "go" the leader runs and writes the word on the board. When he is seated, the next boy runs up and writes another word. This is done until all the words are written upon the board.
- Story.** Tell a few sentences each day, using all the hard words. Then on the last day let the class write the whole story from dictation.
- Thinker game.** I am thinking of a word that begins with e. What is it?
- Give out three words from the lesson to a child. If all are spelled correctly he calls on another child who also stands and spells three words that he chooses. If he succeeds he in turn may call on another, and so on until four or five minutes have been consumed.
- A game of checkers** (Good for review work.) The class stands in a row at the right of the room. Each pupil is given two words. Those spelling their

words correctly pass to the back of the room, forming a row there. The second time around the successful spellers in the back row pass to the left side of the room. The third move is from the left to the front of the room. The fourth, which is the final one, takes the pupil to his desk. The pupil who fails to spell a word forfeits his right to take the step in advance and must wait until the next time around for his chance to go forward.

15. **Words on board.** One child stands with back to the words. Each child in the class gives him one word to spell. Child at seat remains standing until word is spelled correctly.

SPELLING DEVICES

The following may be used to vary the regular spelling lesson, as supplementary lessons and as reviews. The grades they are suitable for may be determined by the teacher:

1. **Picture Spelling**—Pupils write the names of things seen in pictures.
2. **Picture Stories**—(Language and spelling correlation). Pupils write short stories as suggested by the pictures.
3. **Dictation** of sentences picked at random by the teacher.
4. **Classifying words:** a. Alphabetically. b. According to number of words. c. According to number of syllables. d. Capitals. e. Action words. f. Name words.
5. **Sentence making** for doubtful or difficult words.
6. **Marking words diacritically** (third grade up).
7. **Building words** out of the letters of a given word.
8. **Spelling rhymes.** Word dictated, pupil spells, gives rhyming word and spells.
9. **Group words.** Teacher gives, for example, the name of a tool; pupil spells and gives the name of another tool for the next pupil.
10. **Using given letters.** Each pupil calls out and spells a word beginning with the last letter of the word previously spelled.
11. **Descriptive spelling.** Pupils point out the object, parts, or qualities of objects; class spells.
12. **Question spelling.** Pupil asks question, e. g. "What gums envelopes?" Pupils spell "mucilage."
13. **Spelling opposites.** A pupil gives out a word, the next pupil spells its opposite; e. g., "straight," "crooked".
14. **Observation spelling.** a. Indoor. b. Outdoor (nature).
15. **Supplementary lists** made by pupils: a. Names of objects in schoolroom. b. Names of fruits, flowers. c. Parts of a house. d. Tools, etc., etc.
16. **Recollection spelling.** Words from any lesson remembered.

SUGGESTED LIST OF SPELLING TESTS

1. Ayres, L. P. *"Tests in Spelling"*—The Public Schools of Springfield Survey, 1914, pages 71-74.
2. Hornbaker, W. R. *"A Spelling Test for the Whole School."*—Educational Bi-monthly, volume VIII, 1924, pages 351-353.
3. Starch, Daniel. *"The Measurement of Efficiency in Spelling."*—Journal of Educational Psychology, volume VI, 1915, pages 167-186.
4. Riley, J. R. *"The Springfield Tests,"* 1846-1905. *"A Study in the Three Rs,"* pages 7-12, Springfield, Mass., 1914.
5. Kratz, H. E. *"A Study in Spelling."*—Educational Publishing Company, 1907.
6. Mornson-McCall, *Spelling Scale.*—World Book Company.
7. Dictation exercises of the Stanford Achievement Test.
8. *Monroe Time Spelling Test.*—Public School Publishing Company, Bloomington, Ill.
9. *Spelling Test,* by Tidyman.—World Book Company.

For Junior and Senior High Schools

"Sixteen Spelling Scales Standardized in Sentences for Secondary Schools," published by Teachers' College, Columbia University.

HANDWRITING

Prepared by

Mrs. CLARA POMEROY, Parrish Junior High School, Salem.

Texts: Palmer: *Writing Lessons for Primary Grades*, grades 1 and 2.

Palmer Method of Handwriting, grades 3 and 4. } or

Palmer Method of Handwriting, grades 5 and 6. }

The Palmer Method of Business Writing, grades 3 to 8.

INTRODUCTION

The teacher is the important factor in the teaching of handwriting. If she is unable to write well, she should at once take the necessary steps which will enable her to do so. "The teacher cannot teach what she does not know."

GENERAL OBJECTIVES

- A. To teach boys and girls a style of handwriting that will be easy to read and easy to write.
- B. To promote an understanding of the relation between a healthful position and the acquisition of writing skill.
- C. To gain freedom and ease in writing so that satisfactory results may be accomplished under all ordinary situations.
- D. To develop a critical knowledge of the basic elements of good writing, such as slant, size, alignment, etc.
- E. To establish accepted standards of arrangement for written work in margins, spacing, etc.

PRINCIPLES OF LEARNING

I. Motivation

A new reaction should be learned as nearly as possible under the same conditions as those in which it is to be used. Letters are best introduced in their natural setting as parts of words. The various classroom activities offer natural rather than artificial incentives for pupils to improve their writing standards. Out of situations so arising the teacher should endeavor to motivate the formal drill necessary for developing and maintaining writing skill.

II. Visualization

This is an important device in teaching writing. Many children learn rapidly through reproducing the visual image. Others must have that image strengthened through having attention directed to peculiarities or similarities of letter-form. They may be shown, for example, that "k" is only different from "h" in that the former has a "hook" or "knob."

III. Rhythm

"The good writer as contrasted with the poor writer breaks the entire movement into units or strokes."^① Rhymes, songs, descriptive and numeral counting are the mediums most frequently used to develop rhythm in young children.

^① Freeman and Dougherty: *How to Teach Handwriting*.

IV. Rate

A medium rate of writing should be employed. Too rapid writing leads to poorly formed letters while too slow writing is impractical. The rate given with the Ayres Scale has been found highly desirable.

V. Individual and Group Instruction

In lower grades much of the writing time may well be devoted to group instruction. In upper grades it is an economy of time to arrange for different members of a class to proceed according to their varying abilities. Grouping pupils according to similarity of difficulties and using the contract plan of assignment are helpful devices in writing instruction.

VI. Drill to Meet Individual Needs

Drill is employed but the emphasis is shifted from drill for the sake of drill to drill to meet individual needs and difficulties. Not all the children have the same ability nor do they meet the same difficulties in writing. There are individual differences in this as in all other school subjects.

Each poor writer's handwriting should be examined for errors just as a patient's body is examined by a doctor for disease.

Children who have particular defects should see clearly wherein the defect lies. One defect should be taken up at a time.

Teachers should use their own initiative in providing corrective exercises. They should use those materials in the penmanship drill books, and only those, that are appropriate to the end in view.^⑤

Ovals and push-pulls should occupy no more than one or two minutes of any recitation. Two-thirds of any class period should be spent in actual writing of words. Counting for rhythmic drill should not be over-emphasized.

Exacting formal drill has little value below the fourth grade.

^⑤ Lillian V. Horton: *American Penman*, July, 1929.

VII. Letter Forms

Changes in letter form are very confusing to elementary pupils; hence only one form of any letter should be taught in these grades. Teach the forms given on that page in each manual set apart for capitals and small letters (as page 29 in red manual) and disregard drills pertaining to any other forms.

VIII. Position

1. The Desk: a. Place the body and paper in "front position," as illustrated in the text. b. Rest both forearms, except the point of each elbow, on the desk. c. Place the hand palm down and rest it on the nails, never on the side. d. Rest the forefinger on the penholder, nearer the penpoint than the thumb. e. Grasp the penholder loosely with the tip of the thumb.

2. The Blackboard: a. Take places assigned. b. Face the board squarely. c. Hold chalk as an adult does. Half length crayons are better than longer pieces.

IX. Left-handed Pupils

An effort should be made in primary grades to have a pupil use his right hand. If it is found, however, that he is strongly left-handed, he should be allowed to use that hand.

The left-handed writer needs special supervision.

1. His paper slants to the right at about the same angle as the right-handed pupil's does to the left.

2. His hand rests on the nails of the third and fourth fingers.

3. His wrist tilts to the left. His movement should be toward his left elbow, instead of toward the center of his body.

X. Diagnosis and Measurement

There are now available diagnostic and rating scales in handwriting, of which the alert teacher will desire to avail herself^⑥ The Ayres Scale (Gettysburg edition) is the most widely used rating scale. It also contains information as to the technique of giving standard tests.

It would be well to give these tests at the beginning of the year and each month or six weeks thereafter. Writing as it functions in other subjects should be scored occasionally.

^⑥ NOTE: *Diagnosis and Judgment in Handwriting*, by Dr. Paul V. West, and *Diagnostic Scale in Handwriting*, by Dr. Frank N. Freeman.

XI. Time allotted for formal handwriting

Grade I, 50 minutes per week; grades II-IV, 75 minutes per week; grades V-VI, 60 minutes per week. Pupils of grades VII and VIII not able to maintain standards of grade VI must continue formal drill.

XII. Grade Standards

The median for any class is the grade standard. The minimum for the individual pupil should be not more than 10 points below the median. A quality of writing equal to 60 on the Ayres Scale is considered to meet the ordinary requirements of life. This should be the aim for achievement by the end of the sixth grade. Quality should be maintained through the seventh and eighth grades, and speed increased.

FIRST GRADE

Text: Palmer, *Writing Lessons for Primary Grades*.

Materials—Blackboard and crayon. Pencil: Medium soft. Paper: Three-eighths inch ruling. Size: The muscles of young children are not adapted to small movements; hence all primary writing should be large. In first grade small letters may be one full space above the base line, up-loops and capitals two spaces, down loops one space below the line. Board ruling should be three inches wide, and the writing of the same spacing as that on paper.

Achievements Standards—Writing in beginning first grade has two aims: (1) board work to gain form, ease and rhythm; and (2) seat work to control movement. The more fully the first is developed, the easier the second is accomplished. "By the end of the first year the pupil should write independently with a fairly continuous sideways movement, at a speed of 20 letters per minute:

1. most of the small letters
2. such capitals as his needs demand
3. the digits
4. such words as the following:

an, am, and, on, cat, do, dog, he, can, ran, I, is, man, my, no, boy, me, we"©
© Freeman and Dougherty: *How to Teach Handwriting*.

GRADE TWO

Text: Palmer, *Writing Lessons for Primary Grades*.

Materials—Blackboard and crayon. Pencil: Medium soft. Paper: Three-eighths ruling.

Content—Review suggestions for first grade. Writing skill to meet second grade requirements. New exercises practiced on blackboard. Give special attention to letter form, including difficult combination, such as bi, bo, we, wo, etc. Introduce uniformity of slant, size and alignment. Stimulate pride in well-arranged work.

Achievement—1. Some ideas of self-criticism. 2. A quality of 35 on the Ayres Scale, written at a rate of 30 letters per minute in words of second grade vocabulary.

GRADES THREE AND FOUR

Text: 1—Palmer *Method* for grades three and four, or
2—Palmer *Method of Business Writing*.

Materials—Pencils: Medium soft. Pens: Medium size with round point. Avoid stub pens. Paper: Three-eighths inch ruling. Size: Full size of letters in Manual for Grades three and four.

Content—Note suggestions for grades one and two. Fix correct habits of position. Use of pen and ink is begun by middle of third year. Give many simple, rhythmic exercises with timing to encourage relaxation and the sideways movement. Stress the importance of uniform slant, alignment, spacing, etc., in the acquisition of legible writing. Encourage the use of good writing habits in all written work. Stimulate pride in well-arranged and well-written work.

Achievement—Rate: Grade III, 40; grade IV, 50. Quality (Ayres): Grade III, 45; grade IV, 50.

GRADES FIVE AND SIX

Text: 1—Palmer *Method* for grades five and six or
2—Palmer *Method of Business Writing*.

Materials—Paper: Three-eighths inch ruling. Pen: Medium sized point (avoid stub pens).

Aims—

- A. "To recognize the writing period as furnishing opportunity to develop purposes, habits and attitudes, as well as skill in writing.
- B. "To improve in muscular coordination and skill in the manipulation of the writing tool.
- C. "To lead the child to see the difference between his writing and that of the standard for his grade level in order to have a basis for practice.
- D. "To make more careful distinctions in letter formation and relative height of small, tall and capital letters.
- E. "To become more familiar with the terms, slant, spacing, and alignment.
- F. "To encourage the child to ask for specific help.
- G. "To strengthen the feeling of pride for well-organized, pleasing arrangement and well-written units of written work."^③

③ Report of Committee on Handwriting of the Department of Superintendence.

Content—See earlier grades. Fix correct habits of position. Much analysis of difficulties of the individual pupil and suggestions for correction. Care taken that habits of writing class produce good results in other subjects.

Achievement—Rate: Grade V, 55; grade VI, 60. Quality (Ayres): Grade V, 55; grade VI, 60.

GRADES SEVEN AND EIGHT

Text: Palmer *Method of Business Writing*.

Materials—Same as Grade VI.

Content—The objectives of Grade VI carry through grades VII and VIII. The daily work should meet the standards required for the grade. Written work in other subjects should be tested frequently. Pupils in these grades who maintain grade standards may be excused by the teacher from writing drill.

Achievement—Rate: Grade VII, 65; grade VIII, 70. Quality (Ayres): Grade VII, 60; grade VIII, 60.

TWO BOOK SERIES**Suggestive Outlines for Minimum Assignments****FIRST GRADE**

Text: Palmer *Writing Lessons for Primary Grades*.

(In one-room school use blackboard throughout the year.)

First month—Pages 9, 12-14
Second month—Pages 15-17
Third month—Pages 18-20
Fourth month—Pages 21, 22
Fifth month—Pages 23, 24

Sixth month—Pages 28-32
Seventh month—Pages 37-38
Eighth month—Pages 41-45
Ninth month—Review

SECOND GRADE

Text: Palmer *Writing Lessons for Primary Grades*.

(In one-room schools combine Grades II and III. Use primary manual. Grade II, use pencil; Grade III, use ink. Combine Grade IV with higher grades.)

First month—Pages 9-19
Second month—Pages 20-27, 49
Third month—Pages 28-38
Fourth month—Pages 39-49
Fifth month—Pages 53-57

Sixth month—Pages 58-62
Seventh month—Pages 63-67
Eighth month—Pages 68-72
Ninth month—Review

THIRD AND FOURTH GRADES

Text: Palmer *Method of Business Writing*.

First month—Pages 11-32; drill 150
Second month—Pages 33-37, 57-61; drill 139.
Third month—Pages 38-45; drill 149.
Fourth month—Pages 46-49; drill 147

Fifth month—Pages 50-56; drill 145
Sixth month—Pages 57-63; drill 143
Seventh month—Pages 64-69; drill 140
Eighth month—Pages 70-73; drill 141
Ninth month—Review. Page 29, etc.

FIFTH, SIXTH, SEVENTH AND EIGHTH GRADESText: *Palmer Method of Business Writing.***I. Subject Matter**

- (a) Letter forms, page 29; figures, pages 57-61
- (b) Sentences and paragraphs, pages 84-94
- (c) Drills, such as may be needed to develop correct habits of form or execution.

II. Minimum Assignment

First month—Pages 29, 85; drills 139-141

Second month—Pages 57-61, 86; drills 143-4

Third month—Pages 73 (drill 112), 86

Fourth month—Page 87

Fifth month—Page 88

Sixth month—Page 89

Seventh month—Pages 57-61, 92

Eighth month—Pages 93, 94

Ninth month—Review. Paragraph Writing

FOUR BOOK SERIES

Suggestive Outlines for Minimum Assignments

FIRST AND SECOND GRADES

(See Two Book series.)

THIRD AND FOURTH GRADESText: *Palmer Method Handwriting for grades three and four.*

First month—Lessons 1-12; sentences 1, 2, page 53

Second month—Lessons 13-21, 45-49; sentences 3, 4, page 53

Third month—Lessons 22-32; sentences 5, 6, page 53; 1, 2, page 54

Fourth month—Lessons 33-44; sentences 4-6, page 54

Fifth month—Lessons 45-54; sentences 1, 2, page 55

Sixth month—Lessons 55-58; sentences 3-6, page 55

Seventh month—Lessons 59, page 43; sentences 1-4, page 56

Eighth month—Pages 8, 30; sentences 5, 6, page 56; 1, 2, page 57

Ninth month—Review: Paragraph writing

FIFTH AND SIXTH GRADESText: *Palmer Method Handwriting for grades five and six.*

First month—Lessons 1-8; sentences 1, 2, page 53

Second month—Lessons 9-13, page 37; sentences 3-5, page 53

Third month—Lessons 14-18; sentences 1, 2, page 54

Fourth month—Lessons 19-23; sentences 3-5, page 54

Fifth month—Lessons 24-27; sentences 1-4, page 55

Sixth month—Lessons 29-35, page 10; sentence 5, page 55; 1, 2, page 56

Seventh month—Lessons 36-41; sentences 3-5, page 56

Eighth month—Sentences page 57, 58. Page 60

Ninth month—Alphabet (front): Review

SEVENTH AND EIGHTH GRADESText: *Palmer Method of Business Writing.*

First month—Page 29; lessons 116-118

Second month—Lessons 61-69, 119-120

Third month—Lessons 90, 121-124

Fourth month—Lessons 125-128

Fifth month—Lessons 129-133

Sixth month—Lessons 134-138

Seventh month—Lessons 61-69, page 92

Eighth month—Pages 93, 94

Ninth month—Review

REFERENCES

- Ayer. *Course of Study in Handwriting*, 25c. Board of Education, Seattle, Wash.
- Ayres. *Handwriting Scale*, 10c. (Gettysburg edition). Russell Sage Foundation, New York.
- Curtis and Shaw. *Standard Practice Tests in Handwriting*. World Book Co.
- Freeman. *Chart for Diagnosing Faults in Handwriting*. Houghton Mifflin Co.
- Freeman. *A Course of Study in Handwriting*. Zaner-Bloser Co. Columbus, Ohio.
- Freeman. *Handwriting Scale for grades I and II*, 25c. Zaner-Bloser Co., Columbus, Ohio.
- Freeman and Dougherty. *How to Teach Handwriting*. Houghton Mifflin Co.
- Palmer. *Teachers' Guide for Primary Grades*, free. A. N. Palmer Co., Portland, Oregon.
- National Education Association, Department of Superintendence. *Third Year Book*. Fourth Year Book.
- National Education Association, Department of Superintendence. *Eighteenth Year Book of the National Society for the Study of Education*. Part II, 1919.
- West. *Elements of Diagnosis and Judgment of Handwriting*, two pamphlets, 12c each. Public School Publishing Co., Bloomington, Illinois.

SUPPLEMENT TO BOOKS FOR HOME READING

Listed on Page 166 of Course of Study for the Elementary Schools, 1927

FIRST GRADE

- | | | | |
|------|---------------------------------------|------|--|
| 13b | Batchelder. <i>Peggy Stories.</i> | 61a3 | Read. <i>Grandfather's Farm.</i> |
| 13c | Batchelder. <i>Topsy Turvy Tales.</i> | 61a4 | Read. <i>Story about Boats.</i> |
| 45b | Hardy. <i>Surprise Stories.</i> | 61b | Rice. <i>Box in the Sand.</i> |
| 45c | Hardy. <i>Wag and Puff.</i> | 76a | Tippett. <i>The Singing Farmer.</i> |
| 61a1 | Read. <i>An Airplane Ride.</i> | 82b | Zirbes & Keliher. <i>Book of Pets.</i> |
| 61a2 | Read. <i>An Engine's Story.</i> | | |

SECOND GRADE

- | | | | |
|------|---|-------|---|
| 300d | Albright & Hall. <i>Nature Stories for Children, book 2.</i> | 45a | Hardy. <i>New Stories.</i> |
| 13d | Barton. <i>Story Riddles in Rhyme and Prose.</i> | 59a | Pitman & Dearborn. <i>A Week with Andy.</i> |
| 304a | Gorden & Hall. <i>Nature Stories for Children; Autumn Book.</i> | 333a1 | Smith and others. <i>Walks and Talks in Numberland.</i> |
| 304b | Gorden & Hall. <i>Nature Stories for Children; Spring Book.</i> | 1208b | Yule. <i>In Kimona Land.</i> |
| | | 82c | Zirbes & Wesley. <i>Story of Milk.</i> |
| | | 82d | Zirbes & Wesley. <i>Workers.</i> |

THIRD GRADE

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|-------|--|-------|--|
| 25a | Bryce and others. <i>Storyland.</i> | 981a | Mulliken. <i>Boys and Girls of Colonial Times.</i> |
| 914c | Clark. <i>The Climbing Twins.</i> | 436b | Nida & Nida. <i>Baby Animal Zoo.</i> |
| 1478b | DeHuff. <i>Swift-Eagle of the Rio Grande.</i> | 503b | Phillips. <i>Ant-hills and Soap-bubbles.</i> |
| 708a | Flagg. <i>Stories of the Great Music Masters for Children.</i> | 1203a | Rowe. <i>The Begging Deer.</i> |
| 45d | Hardy. <i>Best Stories.</i> | 1064a | Scantlebury. <i>Little World-children.</i> |
| 804e | Harper & Hamilton. <i>Pleasant Pathways.</i> | 1067c | Smith. <i>Home Folks.</i> |
| 1229a | Hudspeth. <i>Oregon Chief.</i> | 562c | Turner & Hallock. <i>The Voyage of Growing Up.</i> |
| 964c | Krapp. <i>Kipwille.</i> | 648a | Wheeler. <i>Playing with Clay.</i> |
| 1490a | LaMere & Shinn. <i>Winnebago Stories.</i> | 292b | Williams. <i>National Traits and Fairy-lore.</i> |

FOURTH GRADE

- | | | | |
|-------|--|--------|---|
| 205c | Barrie. <i>Peter Pan and Wendy.</i> | 978d | Michaelis. <i>Bibi: A Little Danish Girl.</i> |
| 1596a | Bass. <i>Stories of Early Times in the Great West.</i> | 436a | Nida & Nida. <i>Animal Life.</i> |
| 452a | Cady. <i>Tam: Story of a Chipmunk.</i> | 1493b | Payne & Driggs. <i>Red Feather's Home-coming.</i> |
| 912a | Capuana. <i>Nimble-legs.</i> | 986b | Perkins. <i>American Twins of the Revolution.</i> |
| 163d | Carpenter. <i>Ourselves and Our City.</i> | 986c | Perkins. <i>Pioneer Twins.</i> |
| 1534b | Coffman. <i>Age of Discovery.</i> | 716a | Simpson. <i>Little Princes of Music Land.</i> |
| 1476a | Connelley. <i>Indian Myths.</i> | 1005e1 | Smith. <i>Jolly Good Times.</i> |
| 1478a | Dearborn. <i>How the Indians Lived.</i> | | |
| 804f | Harper & Hamilton. <i>Winding Roads.</i> | | |

FIFTH GRADE

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|--------|---|--------|---|
| 606a | Abbott & Penny. <i>Polly Put the Kettle On.</i> | 569a | Meyer. <i>Trail-makers.</i> |
| 1511a | Bailey. <i>Untold History Stories.</i> | 530a | Nida & Nida. <i>Makers of Progress.</i> |
| 1125a | Barton. <i>Mary and Peter in Italy.</i> | 1290a | Nida & Nida. <i>Pilots and Pathfinders.</i> |
| 1408b | Bonser. <i>How the Early Hebrews Lived and Learned.</i> | 314d | Scoville. <i>The Out-of-Doors Club.</i> |
| 1151b | Klenova & Lamprey. <i>Natalia and Nikolai.</i> | 1172a | Sloane. <i>Our Little Lapp Cousin.</i> |
| 1232a | Krapp. <i>Inland Oceans.</i> | 1007b | Stein. <i>Children's Stories.</i> |
| 1558b | Krapp. <i>Sixty Years Ago.</i> | 1590c | Tillinghast & Coleman. <i>Colonial Life in America.</i> |
| 984b | Krapp. <i>Ben Bidwell.</i> | 1252c1 | Winlow. <i>Our Little Chilean Cousin.</i> |
| 1559e1 | Lawler. <i>Builders of America.</i> | 1594a | Woodburn & Moran. <i>Makers of America.</i> |

SIXTH GRADE

- | | | | |
|-------|---|--------|--|
| 1344a | Bassett. <i>Story of Vasco da Gama.</i> | 482a | Kearlton. <i>My Friend Toto.</i> |
| 1208d | Berry. <i>Girls in Africa.</i> | 1609a | Krapp. <i>Tongo.</i> |
| 848a | Browning. <i>Pied Piper of Hamelin.</i> | 978c | Meigs. <i>The Trade Wind.</i> |
| 1474c | Cannon. <i>The Pueblo Boy.</i> | 978e | Miller. <i>Children of the Mountain Eagle.</i> |
| 916a | Clement. <i>Once in France.</i> | 980a | Moon. <i>Nadita.</i> |
| 456a | Cooper. <i>With the Circus.</i> | 554a | Newmayer & Broome. <i>The Way to Keep Well.</i> |
| 925a | Crew. <i>Saturday's Children.</i> | 314c | Nida & Nida. <i>Early Men of Science.</i> |
| 925c | Daniel. <i>The Gauntlet of Dunmore.</i> | 1062a | Owen. <i>Sentinels of the Sea.</i> |
| 925d | Daniel. <i>The Honor of Dunmore.</i> | 349b | Parker. <i>Book of Electricity.</i> |
| 167b | DuPuy. <i>Odd Jobs of Uncle Sam.</i> | 1455a | Power & Power. <i>Boys and Girls of History.</i> |
| 326a1 | Emery. <i>Chickens and Vegetables.</i> | 1005b1 | Skinner. <i>Roselle of the North.</i> |
| 459b | Finley & Finley. <i>Wild Animal Pets.</i> | 1005b2 | Skinner. <i>Ranch of the Golden Flowers.</i> |
| 1393c | Fraser. <i>Heroes of the Air.</i> | 1501a | Vestal. <i>Happy Hunting Grounds.</i> |
| 266a | Gilbert. <i>King Arthur's Knights.</i> | 1303a | Wade. <i>Adventurers All.</i> |
| 1602b | Horne. <i>Days and Deeds in the Oregon Country.</i> | 487a | Wager-Smith. <i>Animal Pals.</i> |

SEVENTH AND EIGHTH GRADES

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|--------|---|--------|--|
| 1358a | Barton. <i>The Great, Good Man.</i> | 972c | McNell. <i>For the Glory of France.</i> |
| 1597a | Bashford. <i>Stories of Western Pioneers.</i> | 972d | McNeil. <i>Tonty of the Iron Hand.</i> |
| 1392b | Bridges & Tiltman. <i>Heroes of Modern Adventure.</i> | 1491c | McSpadden. <i>Indian Heroes.</i> |
| 1600b4 | Conner. <i>On Sweetwater Trail.</i> | 978b | Meigs. <i>As the Crow Flies.</i> |
| 1600b3 | Conner. <i>Quest of the Sea Otter.</i> | 978c1 | Meigs. <i>Clearing Weather.</i> |
| 1600b5 | Cooper. <i>Red Pioneers.</i> | 471c | Mukerji. <i>Gay-neck.</i> |
| 849a | Cooper. <i>Poems of Youth.</i> | 1199a | New. <i>When I Was a Boy in Korea.</i> |
| 925b | Crownfield. <i>Allison Blair.</i> | 994a | Rollins. <i>Jinglebob.</i> |
| 925e | Daniel. <i>Red Rose of Dunmore.</i> | 478a | Salten. <i>Bambi.</i> |
| 939a | Erskine. <i>After School.</i> | 1342a | Seymour. <i>Boys' Life of Fremont.</i> |
| 1601a | Evarts. <i>Fur Brigade.</i> | 1005a1 | Slingmaster. <i>"Sewing Susie."</i> |
| 1138d | Fittinghoff. <i>Children of the Moor.</i> | 1618b | Skinner. <i>Andy Breaks Trail.</i> |
| 1602a | Hargreaves. <i>The Cabin at the Trail's End.</i> | 191a | Stewart & Hanna. <i>Adventures in Citizenship.</i> |
| 855a9 | Huber and others. <i>The Poetry Book, book 9.</i> | 1068a | Stuart. <i>Young Folk's Book of Other Lands.</i> |
| 1279a2 | Humphrey. <i>Story of the Catharines.</i> | 1356a | Thomas. <i>Boy's Life of Colonel Lawrence.</i> |
| 1362a | Lindbergh. <i>We.</i> | 837a | Van Buren & Bemis. <i>Christmas in Storyland.</i> |
| 972a | Lownsbury. <i>The Boy Knight of Reims.</i> | 325b | Wisehart. <i>Marvels of Science.</i> |
| 1153b | Lustig. <i>Roses of the Winds.</i> | 1208c | Yule. <i>Stories from Japanese History.</i> |

TEXTBOOKS FOR GRAMMAR GRADES

Adopted by the State Textbook Commission in November, 1924,
for six years from July 1, 1925.

Subject, Author, Title, and Publisher	Date of copyright	Exchange price	Introduction price	Retail price
CIVICS—				
Davis-McClure: Our Government (with Oregon Supplement by Hewitt, submitted in manuscript form to be incorporated in book); Laidlaw Brothers	1922	\$.90	\$1.00	\$1.00
GEOGRAPHY—				
Shepherd: Geography for Beginners (third grade; Rand, McNally & Company)	1923	.70	.90	.90
Brigham & McFarlane: Essentials of Geography, First Book (fourth and fifth grades); American Book Co.	1920	1.23	1.40	1.40
Essentials of Geography, Second Book (sixth and seventh grades)	1920	1.73	1.96	1.96
<i>Recommended for Teachers</i>				
Clark: Unit Studies in Geography; World Book Co.	1924		1.80	1.80
HISTORY—				
Gordy: History of the United States (new edition); Charles Scribner Sons	1922	1.40	1.60	1.60
Clark, Down, and Blue: School History of Oregon; to follow in approximate make-up, binding, print, paper, etc. <i>A School History of Texas</i> , published by Row, Peterson & Co.	1924		1.00	1.00
<i>Recommended for Teachers</i>				
Meeker-Driggs: Ox-Team Days on the Oregon Trail; World Book Co.	1922		1.20	1.20
READING—				
<i>For Basal Tests</i>				
Farrsett: New Beacon Primer; Ginn & Co.	1921	.52	.60	.60
Beacon First Reader	1913	.52	.60	.60
Beacon Second Reader	1914	.56	.64	.64
Beacon Third Reader	1914	.59	.68	.68
Elson: Elson Reader—Primer; Scott, Foresman & Co.	1920	.49	.56	.56
Elson Reader—Book I	1920	.53	.60	.60
Elson Reader—Book II	1920	.60	.68	.68
Elson Reader—Book III	1920	.67	.76	.76
Holenius: Holenius Fourth Reader; Houghton Mifflin Co.	1919	.70	.80	.80
Holenius Fifth Reader	1919	.736	.84	.84
Holenius Sixth Reader	1919	.77	.88	.88
Hill & Lyman: Reading and Living, book I; Charles Scribner's Sons	1924	.84	.96	.96
Reading and Living, book II	1924	.84	.96	.96
SUPPLEMENTARY READERS—				
Elson: Elson Reader—Book IV; Scott, Foresman & Co.	1920	.70	.80	.80
Elson Reader—Book V	1920	.74	.84	.84
Elson Reader—Book VI	1920	.74	.84	.84
Elson Reader—Book VII	1921	.84	.96	.96
Elson Reader—Book VIII	1921	.84	.96	.96
<i>Easy Road to Reading</i>				
Carrie J. Smith: Primer; Lyons & Carnahan	1923	.42	.50	.50
First Reader	1919	.45	.56	.56
Second Reader	1920	.48	.60	.60
Third Reader	1919	.53	.67	.67
Fourth Reader	1918	.56	.70	.70
Fifth Reader	1918	.60	.74	.74
Sixth Reader	1918	.50	.74	.74
Seventh Reader	1918	.50	.74	.74
Eighth Reader	1918	.64	.81	.81
<i>The Merrill Readers</i>				
Dyer & Brady: Primer; Charles E. Merrill Co.	1915	.48	.56	.56
First Reader	1915	.48	.56	.56
Second Reader	1915	.58	.68	.68
Third Reader	1923	.61	.71	.71
Fourth Reader	1916	.67	.79	.79
Fifth Reader	1916	.67	.79	.79
Sixth Reader	1916	.70	.83	.83
Readings in Literature, book I (7th reader)	1918	.77	.90	.90
Readings in Literature, book II (8th reader)	1919	.77	.90	.90
<i>The Silent Readers</i>				
Lewis & Roland: First Reader; John C. Winston Co.	1924	.54	.60	.60
Second Reader	1924	.66	.62	.62
Third Reader	1923	.65	.72	.72
Fourth Reader	1920	.70	.78	.78

TEXTBOOKS FOR GRAMMAR GRADES—Continued

Subject, Author, Title, and Publisher	Date of copyright	Exchange price	Introduction price	Retail price
SUPPLEMENTARY READERS—Continued				
The Silent Readers—Continued				
Fifth Reader	1920	\$.74	\$.82	\$.82
Sixth Reader	1920	.76	.84	.84
Seventh Reader	1920	.77	.86	.86
Eighth Reader	1920	.79	.88	.88
The Lincoln Readers				
Davidson & Anderson: Third Reader; The Laurel Book Co.	1922	.58	.62	.82
Fourth Reader	1922	.63	.68	.90
Fifth Reader	1923	.66	.71	.94
Sixth Reader	1923	.66	.71	.94
Reading Literature Readers				
Free & Treadwell: The Primer; Row, Peterson & Co.	1910	.40	.42	.42
First Reader	1911	.43	.46	.46
Second Reader	1912	.46	.49	.49
Third Reader	1912	.53	.56	.56
Fourth Reader	1913	.56	.60	.60
Fifth Reader	1914	.62	.67	.67
Sixth Reader	1915	.69	.74	.74
Briggs: Seventh Reader; Row, Peterson & Co.	1918	.69	.74	.74
Shryock: Eighth Reader; Row, Peterson & Co.	1919	.69	.74	.74
Carpenter: Around the World with the Children; American Book Co.	1921	.64	.72	.72
New Geographical Readers				
Carpenter: North America; American Book Co.	1922		1.00	1.00
South America	1921		1.00	1.00
Europe	1922		1.00	1.00
Asia	1923		1.00	1.00
Africa	1924		1.00	1.00
Australia and Island of the Sea (not yet ready for distribution)				
To be furnished at list price				
Dopp: Bobby and Betty at Home; Rand, McNally & Co.	1917		.75	.75
Bobby and Betty with the Workers	1923		.90	.90
Perdue: Child Life in Other Lands; Rand, McNally & Co.	1918		.85	.85
Grover: Sunbonnet Babies Primer; Rand, McNally & Co.	1902		.70	.70
Bigham: Stories of Mother Goose Village; Rand, McNally & Co.	1903		.75	.75
Gifford & Payne: Red Feather; Lyons & Carnahan	1916		.52	.52
Red Feather's Adventures	1923		.67	.67
Mary I. Curtis: Why We Celebrate Our Holidays; Lyons & Carnahan	1924		.70	.70
From Columbus to Lincoln	1924		.77	.77
Studies in American History, book I	1924		.84	.84
Studies in American History, book II	1924		.88	.88
La Rue: The F-U-N Book (primer); The MacMillan Co.	1923		.68	.68
Under the Story Tree (first reader)	1923		.76	.76
Gertrude Southworth: Our South American Neighbors; Iroquois Pub. Co.	1924		.96	.96
Great Cities of the United States	1922		1.08	1.08
Kendall Readers				
Kendall & Stevens: Primer; D. C. Heath & Co.	1917	.48	.53	.53
First Reader	1917	.48	.53	.53
Second Reader	1917	.51	.56	.56
Third Reader	1918	.60	.66	.66
Fourth Reader	1920	.68	.75	.75
Fifth Reader	1921	.68	.75	.75
Sixth Reader	1922	.72	.80	.80
Seventh Reader	1923	.75	.83	.83
Eighth Reader	1924	.81	.90	.90
Studies in Reading				
Searson, Martin, Tinley: Primer; The University Pub. Co.	1918	.53	.60	.60
First Reader	1920	.56	.64	.64
Second Reader	1920	.63	.72	.72
Third Reader	1920	.67	.76	.76
Fourth Reader	1915	.70	.80	.80
Fifth Reader	1914	.74	.84	.84
Sixth Reader	1914	.74	.84	.84
Seventh Reader	1914	.77	.88	.88
Eighth Reader	1915	.84	.96	.96
Home and World Series, Revised				
Chamberlain: How We Are Clothed; The MacMillan Co.	1923		.80	.80
How We Are Fed	1923		.80	.80
How We Are Sheltered	1924		.80	.80
How We Travel	1924		.80	.80

TEXTBOOKS FOR GRAMMAR GRADES—Continued
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AGRICULTURE—				
Davis: Productive Farming with Supplement; The J. B. Lippincott Co.	1926	\$1.17	\$1.28	\$1.28
ARITHMETIC—				
Drushel, Noonan & Withers: Arithmetical Essentials, Book One;				
Lyons & Carnahan Co.	1926	.66	.70	.70
Book Two	1926	.72	.77	.77
Brown-Eldredge Arithmetic, Book Three; Row, Peterson & Co.	1924	.73	.78	.78
HISTORY—Fifth Grade—				
Hero Tales from History; The John C. Winston Co.	1922	.83	.90	.90
MUSIC—				
Parker, McConathy, Birge & Miessner: Progressive Music Series;				
Book One; Silver, Burdett & Co.	1920		.68	.68
Book Two	1920		.72	.72
Book Three	1920		.76	.76
Book Four	1920		1.08	1.08
Teacher's Manual				
Volume One	1919		1.60	1.60
Volume Two	1916		1.60	1.60
Volume Three	1917		1.60	1.60
One-Book Course for Country Schools; Silver, Burdett & Co.	1917	.70	.76	.76
Teacher's Manual for One-Book Course; Silver, Burdett & Co.	1925		.60	.60
Book of Accompaniments for One-Book Course; Silver, Burdett & Co.	1925		1.00	1.00
Glenn, Lowry & DeForest: Music Appreciation for Every Child				
Primary Grades: Teacher's Manual; Silver, Burdett & Co.	1926		1.00	1.00
Intermediate Grades: Teacher's Manual	1925		.60	.60
Music Notes, Book One	1925		.24	.24
Music Notes, Book Two	1925		.24	.24
Boyer: Music Primer for Second Grade; Scott, Foresman & Co.	1922		.64	.64
SPELLING—				
McCall's Speller: Book One; Laidlaw Brothers	1925	.44	.48	.48
Book Two	1925	.44	.48	.48

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DICTIONARIES—				
Webster: Elementary School Dictionary; American Book Co.	1925	\$	\$1.20	\$1.20
DRAWING—				
Perry, Fitch, Sargent, Ronser: Industrial and Applied Art Books;				
Book One; Mentzer & Co.	1926		.21	.21
Book Two	1926		.21	.21
Book Three	1926		.21	.21
Book Four	1926		.21	.21
Book Five	1926		.21	.21
Book Six	1926		.21	.21
Book Seven	1926		.21	.21
Book Eight	1926		.21	.21
HISTORY—				
Gordy: American Beginnings in Europe. New Edition; Charles Scribner's Sons	1925	.98	1.12	1.12
LANGUAGE—				
Potter, Jeschke and Gillett: Oral and written English. Upper Book (Seventh and Eighth grades); Ginn & Co.	1926	.88	.96	.96
Jeschke, Potter and Gillett: Lower Book (Fourth, Fifth and Sixth Grades)	1928	.88	.96	.96
PHYSIOLOGY—				
Bigelow and Broadhurst: Health for Every Day. Rev. Ed. (Fifth grade); Silver, Burdett & Co.	1927	.68	.72	.72
Health in Home and Neighborhood. Rev. Ed. (Sixth grade)	1927	.80	.84	.84
WRITING—				
Palmer: Writing Lessons for Primary Grades; A. N. Palmer Co. (R. 1927)	1918		.15	.15
Palmer Method of Handwriting, Grades 3 and 4 (optional)	1928		.15	.15
Palmer Method of Handwriting, Grades 5 and 6 (optional)	1928		.15	.15
The Palmer Method of Business Writing, Grades 3 to 8 (optional)	1928		.20	.20
SUPPLEMENTARY—				
The following books were adopted for the use of teachers in picture study work:				
Lester: Great Pictures and Their Stories				
Book One; Mentzer, Bush & Co.	1927		.62	.62
Book Two	1927		.62	.62
Book Three	1927		.62	.62
Book Four	1927		.63	.63
Book Five	1927		.63	.63
Book Six	1927		.63	.63
Book Seven	1927		.63	.63
Book Eight	1927		.63	.63

This book

WILLIAM

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